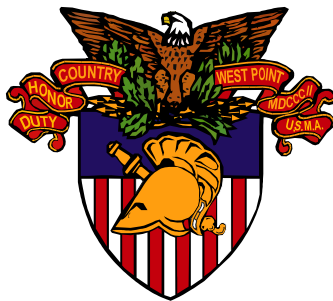


# PE117



## INSTRUCTOR MANUAL AY 2005

Department of Physical Education  
United States Military Academy

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## **PURPOSE OF THE INSTRUCTOR MANUAL**

The purpose of this manual is to assist instructors in learning and reviewing the techniques involved in effectively teaching the Military Movement course.

Through the use of this manual, and by working with more experienced faculty, new instructors can effectively learn the course content and the appropriate pedagogical methods.

## **HISTORY OF THE COURSE AT WEST POINT**

During the first 36 years of the Academy's existence, little emphasis was placed on organized physical education. But in 1838, a horizontal bar, Indian clubs, and dumbbells were installed in the lower hall of the academic building. In 1842 the Surgeon General of the Army recommended that a course in gymnastics be taught for the contributions it would provide to the officers. This was not readily adopted until February 2, 1846, when by special order, instruction was conducted daily from four to five o'clock under direction of First Lieutenant H. C. Wayne. In 1855, the gymnasium in the lower hall of the academic building was enlarged. The apparatus was crude and the instruction was not of the highest caliber. However, the establishment of gymnastics as a valuable subject for the military officer was affirmed. The officer in charge of gymnastics was designated as Instructor in Small Arms and Military Gymnastics with the Swordmaster as his assistant. This position was held by Lieutenant J. C. Kelton from 1856 until 1861. Cadets received instruction in gymnastics daily during their third class year and on alternate days during their second and first class years.

With the arrival of Colonel Herman Koehler in 1885, a Turnverein gymnast, instruction was refined and played a more integral part in the overall physical education program. Classes were held in the new gymnasium which was completed in 1892. This gymnasium was believed to be superior to any gymnasium in the world at the time. In 1905 Mr. Francis Dohs, one of the country's leading gymnasts, became one of the first instructors to be hired. He contributed significantly to the development of the program until he retired in 1935. He was succeeded by Mr. Tom Maloney who served as the principal instructor until his retirement in 1965. Mr. Maloney served as the Head Coach of the 1960 Olympic Team.

Under the leadership of Colonel Frank J. Kobes and Major Robert Degen, the gymnastics program underwent significant changes to again align it with the current military requirements. After Major Degen departed in 1969, Mr. Henry Veix was placed in charge and made numerous improvements to the course of instruction. The next director of the instructional gymnastics program was Mr. Edmund O. Crossley, who held the position beginning in 1974. Mr. Crossley also served 12 years as the Men's Corps Squad gymnastics Coach from 1972 to 1984. In 1994, the position of course director was eliminated and the movement team was lead by a rotating coordinator and subject matter experts. This proved to be ineffective and in 1998 the course director title and responsibilities were reinstated and Dr. Lawrence F. Butler, who served as USMA's Head Men's Gymnastics Coach was appointed. In 1999, Dr.

Susan M. Tendy served as course director and continued to improve the course. Dr. Butler again was appointed as course director by the Master of the Sword from AY 2000-01 to the present. During AY 2001-2002 major changes were made to the course to include a name change from gymnastics to “Military Movement.” The Movement Team implemented these changes in AY 2001-2002 and this document reflects those changes. In June of 2004, the newly appointed Master of the Sword, LTC Greg Daniels appointed Dr. Jeffrey Coelho as course director.

## **OBJECTIVES OF THE MILITARY MOVEMENT COURSE**

The goal of the Military Movement course is to contribute to the attainment of the Physical Development Objectives. The educational gymnastics/movement approach is considered in current physical education literature to be a foundations movement course. By the end of the course, cadets will be able to:

1. Demonstrate basic competency in selected movement skills.
2. Exhibit a minimal level of kinesthetic sense in selected motor skills, (i.e., jumping, climbing, vaulting, mounting, supporting, dismounting, and falling, swinging) that prepare them for military activities.
3. Demonstrate a sufficient level of upper body and trunk muscular strength and endurance to applied tasks.
4. Exhibit a minimal competency level of motor fitness (coordination, agility, balance).
5. Demonstrate basic spotting techniques and be able to utilize them while assisting others.
6. Demonstrate personal safety behaviors while performing gymnastics tasks.
7. Demonstrate teamwork through partner assistance.
8. Enhance self-confidence by successfully overcoming fear and completing challenging tasks.

## **MINIMUM REQUIREMENTS TO PASS THE COURSE:**

See current course grade scale.

## **SECTION SIZE AND INSTRUCTOR REQUIREMENTS**

Size - approximately 35 cadets per section

Instructor requirements - six instructors per section

## **FACILITIES, EQUIPMENT, AND TEACHING AIDS**

Facilities - Hayes Gymnasium in the Arvin Physical Development Center

Equipment - parallel bars (6 sets), rings (5 sets), vertical ropes (17), horizontal rope (fourteen 20-foot lengths), long horses (2), trampolines (6), vaulting horses (9), elephants (3), tumbling mats (10-14' x 40' x 1" sections), rolled mats (4), horizontal bars (10), indoor obstacle course, 30 competition landing mats (CLM), balance beams (6), wrestling mat sections (9-11)

Web Page:

<http://www-internal.dpe.usma.edu/courses/gymnastics/gyhome.htm>

## **GENERAL COURSE PROCEDURES**

A team-teaching approach is utilized to teach the course. There are 6 instructors assigned to each section of cadets. One instructor is designated as the Primary Instructor by the course director for each class. The Primary Instructor is the section leader for that period. The PI plans the instructor master demonstrations, assigns teaching stations, IOCT stations, and reviews the overall lesson plan with the teaching team.

Cadets receive additional instruction (AI), warm-up, and review past exercises 10 minutes before the class. Emphasis should be on IOCT shelf mount and across the Horizontal Bars until proficiency is achieved.

One minute before starting class time, the section marcher forms the section (3 ranks at close interval).

The Primary Instructor takes the accountability report from the section marcher. Section rosters are annotated with an "A" for absent, "✓" for present, and "R" for a medically excused cadet on reconditioning. Medically excused cadets will have the injured body part listed on the grade card by the Primary Instructor.

A "master demonstration" of the lesson's skills is provided to cadets. The instructors demonstrate each skill and show the proper spotting techniques (1-2 minutes).

The cadets are divided into two groups and sent to their first instructional station. At the conclusion of instruction at the first station, the Primary Instructor states "cease work" and the cadets rotate to their second station.

Many lessons have a period of time dedicated to free practice and testing. This provides cadets with the opportunity for additional instruction or to improve their grade on any exercise taught to date.

At the end of the period, the earned grades are marked in the "card marking formation." The cadets fall into six files at normal interval. The Primary instructor provides closure to the class and the cards are marked by the instructors in red pencil. Cadets report at the position of attention, giving an accurate report by stating the name of the event, the number of the skill, the name of the skill, and the highest score achieved that day. The card marking procedure takes approximately 5 minutes.

Cadets return their cards to the cardholder and are dismissed. It is recommended that they depart the gym doing a portion of the IOCT such as the vertical rope or shelf.

Each lesson varies. The table below illustrates a typical lesson.

Formation, report, master demonstration	3 minutes
Teaching	25 minutes
Practice and grade improvement opportunity	4 minutes
IOCT	8 minutes
Card marking and class closure	<u>5 minutes</u>
Total	45 minutes

## INSTRUCTOR STANDARDS

1. Be on time for class, NLT 10 minutes before the published start time. Inspect your teaching site to be sure everything is ready and to ensure safety.
2. Ensure that the cadets form up and that a report is rendered precisely at the start time. At the end of the class period, have the cadets form for card marking and final instructions.
3. The Primary instructor checks the drill roll for accuracy and enters the accountability report that day on the computer absentee system.
4. Maintain cadet uniform standards. Check cadets for violations (unauthorized shoes, shorts, shirts, ankle socks, lack of eye guard safety strap, etc.) Know cadet regulations and enforce them.
5. Encourage cadets to practice prior to class. Set the example and be conscious of your own bearing and posture.
6. Do not bring coffee, soda cans, drinks, food, water bottles, etc. into the gym.
7. If questions are asked that refer to activities outside your area of expertise, refer the cadet to the appropriate office, i.e., Testing, Guidance, etc. Usually the information has been published.
8. Do not schedule meetings that conflict with class. Schedule meetings, etc., around instruction. Planned absences such as Leave or TDY require following proper leave/TDY procedures. The Course Director is the first step in approving/disapproving leave or TDY requests. Approved forms must be signed by the course director who maintain a DA-6.

9. Do not switch cadets from one hour to another without approval from the Class Coordinators.
10. Cadets cannot be admitted to a class unless they are on the roster or have written approval from the Class Coordinators.

## **RISK MANAGEMENT**

1. Learn the appropriate teaching progressions from the subject matter experts.
2. Provide thorough orientation on equipment and its proper use.
3. Supervise cadets in all activities.
4. Ensure cadets adhere to proper spotting procedures.
5. Ensure appropriate matting is in place.
6. Ensure cadets do not fool around prior to, during, or after class.
7. Inspect all equipment prior to instruction.
8. Use DPE Training Room for preventative taping.
9. In the event of an injury that threatens sight, life, or limb follow these procedures:
  - Call the ER at 4004. Tell them the nature of the injury.
  - Call the DPE training room at #2651 on the phone in Hayes.
  - Post an instructor outside Arvin to guide the medics to Hayes Gym.

# GRADING

Cadets are tested on a skill and are scored as follows:

5 = outstanding

4 = above average

3 = average

2 = below average

1 = met minimal requirement

No score = minimum standard not met

**All grades earned during class or AI either in class or out of class must be marked on the cadet's grade card by the instructor prior to the cadet departing for the day. Grades are not counted that were given on a previous lesson or AI that were not marked on the card by the instructor on the day the grade was awarded. The purpose of this policy is to ensure grade accuracy because cadets often inadvertently forget or confuse skills that are similar in nature (i.e. cartwheel and round-off).**

At the end of the 9<sup>th</sup> and 19<sup>th</sup> attendances, cadets add up the number of points earned and receive either an interim grade (9<sup>th</sup> lesson) or final grade (19<sup>th</sup> lesson). On the 19<sup>th</sup> lesson, the Subject Matter Experts may adjust some grades, taking into account medical excusals and absences. If a cadet misses more than three lessons, they may be eligible for an adjustment in grade by an SME. SME's are Dr. Coelho, Mr. Crossley, Dr. Horne, or the senior most experienced instructor in the section.

## ACCELERATION

There is no acceleration/validation program in this course

## ADDITIONAL INSTRUCTION (AI)

AI may be conducted prior to class, during the class, after the class, and at any other mutually agreed upon time with an instructor. This policy must be reviewed frequently with each section.



## **GRADE SCALES**

See current grade scales posted in Hayes Gym.

### **PROCEDURE FOR REPORTING FAILING CADETS AT THE CONCLUSION OF LESSON 9.**

Instructors must complete deficiency reports and send via e-mail to the cadet who will print, sign the form, and discuss it with their primary instructor on lesson 10. The primary instructor will send a copy of the signed form to the cadet's tactical officer, the cadet's DPE guidance counselor, and the PE117 course director.

### Example

#### MILITARY MOVEMENT – PE 117 MID-ROUND DEFICIENCY FORM

*This deficiency notice will be:*

- 1. Sent to the cadet, his/her tactical officer, and the cadet's DPE guidance counselor by the primary instructor.*
- 2. Signed by the cadet and the primary instructor after a face-to-face counseling session.*
- 3. Hand carried (signed copy) to the DPE guidance office by the primary instructor.*

**Minimum Proficiency Points required by Lesson 9: Men = 34 Women = 19**

LAST NAME, FIRST NAME, MI	CO	CLASS	SECTION	INSTRUCTOR
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This cadet is deficient because he/she has earned \_\_\_ points out of possible 75 points in the 4th class military movement course to date:

#### ADDITIONAL OBSERVATIONS AFFECTING PERFORMANCE:

OBSERVED PERFORMANCE	DEFICIENT	BORDERLINE	AVERAGE OR ABOVE
A. Strength to weight ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Abdominal and hip flexor strength	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Anaerobic endurance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D. Coordination and agility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E. Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F. Effort (proactive in seeking AI from instructors)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### INSTRUCTOR RECOMMENDATIONS:

- Attend another class and practice/re-grade the skills anytime in Hayes Gym Mon - Fri from 0730-1135. **Improved grades must be updated daily on the grade card.**
- Schedule a formal AI period with your instructor.
- See your PDO (Physical Development Officer) to arrange for the assignment of a cadet coach to work with you outside of class (i.e. weekends, afternoons).
- Attend additional instruction before and/or after your scheduled class.

#### ADDITIONAL RECOMMENDATIONS:

ADEQUATE MUSCULAR STRENGTH AND ENDURANCE IS A KEY FACTOR FOR SUCCESS IN THE COURSE. THE FOLLOWING EXERCISES ARE HIGHLY RECOMMENDED TO IMPROVE:

Perform two sets of each exercise listed below to muscle failure every other day. Have a cadet partner assist you in performing 5 negatives once you have reached muscle failure.

- A. Parallel bar dips
- B. Chin -ups
- C. Ankles to the Bar
- D.

Instructor Printed Name: \_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Cadet Signature: \_\_\_\_\_ **Date:** \_\_\_\_\_

# LESSON 1

## PRIMARY INSTRUCTOR PROCEDURES FOR LESSON 1

Prior to Class (10 minutes early)

1. Assign and brief Section Marcher who can do >12 chin-ups.
2. Assign and brief cadet in charge of cards.
3. Assign and brief cadet in charge of charts and laptop.
4. Pass out cards and pencils to cadets.
5. Cadets are seated on the floor in 3 ranks.
6. Section Marcher takes accountability and assigns card numbers.
7. Instructors monitor add/drops.

Introductory Briefing (9 minutes)

Fill out grade cards

Name, company, class, section, card number, primary instructor.

Remind cadets never to touch instructor red grading pencils unless an instructor asks them to bring them one.

Cadets do not make any marks on their card until lessons 9 and 19 and this is done only with a black #2 pencil.

Review the Military Movement website and the importance of viewing the video clips prior to each lesson. Show them the location of the laptop in the Hayes Gym.

**All grades earned during class or AI must be marked on the cadet's grade card by the instructor prior to the cadet departing for the day. Grades are not counted that were given on a previous lesson or AI that were not marked on the card by the instructor on the day the grade was awarded. The purpose of this policy is to insure grade accuracy. Cadets often inadvertently forget or confuse skills that are similar in nature (i.e. cartwheel and round-off).**

## Formation Procedures

Practice prior to class

Fall in at close interval

Instructors ensure cadets maintain proper posture in formation.

Grading Procedure - Use "Grade Card" chart

1-5 point scale

Report single best score, free practice and testing, total accumulated points equals mid-course and final grade.

## Course Objectives

By the end of the course, cadets will be able to:

1. Demonstrate basic competency in selected movements skills.
2. Exhibit a minimal level of kinesthetic sense in selected motor skills. (i.e., jumping, climbing, vaulting, mounting, supporting, dismounting, falling, swinging) that prepare them for military activities.
3. Demonstrate a sufficient level of upper body and trunk muscular strength and endurance to applied tasks.
4. Exhibit a minimal competency level of motor fitness (coordination, agility, balance).
5. Demonstrate basic spotting techniques and be able to utilize them while assisting others.
6. Demonstrate personal safety behaviors while performing gymnastics tasks.
7. Demonstrate teamwork through partner assistance.
8. Enhance self-confidence by successfully managing fear by completing challenging tasks.

## Uniform

1. Clean
2. No holes in shirts
3. No jewelry (watches, rings, religious medals, dog tags)
4. Eyeglass safety strap is required
5. No Corps Squad clothing, ankle socks or long sleeve gym alpha shirts
6. Issued Gym-Alpha court shoes

### Card Marking Formation and Instructions

1. Six files - normal interval.
2. Reporting scores (use back of card) - Name the event, the event number, the skill, and the number and points achieved.
3. Total points for the day and total points for the course.
4. Cadets do not announce skills in which they did not score.
5. Cadets do not report scores they did not achieve that day.

TIME/MIN	EVENT
8	Give out cards & pencils. Have cadets' form up in three ranks, seated on floor. Provide initial course briefing.
4	MASTER DEMONSTRATION: VERTICAL ROPE 1 TUMBLING 1 Chin ups (w/spotting technique)
11	First station: T1, VR 1 (no grading - teach only).
11	Second station
5	Grade Chin-ups and show spotting techniques for training purposes.
6	Card marking: Cadets line up in with their cards at normal interval. Give a demonstration and explanation of the card marking procedures. Mark cards. handouts as they leave.)
45	TOTAL CLASS TIME

TUMBLING 1	
5 POINTS	TWO DIVE ROLLS & STRAIGHT LEG BACKWARD ROLL
3 POINTS	TWO DIVE ROLLS & BACKWARD TUCKED ROLL
1 POINT MAX	IF BACKWARD SHOULDER ROLL IS EXECUTED

Description - From a stand, raise arms overhead, bend knees, and execute a dive forward roll striving for maximum height and distance. Legs and knees are together and performer comes up to a stand with arms overhead. Repeat a second dive roll. Squat and roll backwards to a stand.

1. Points to emphasize on Dive Roll
  - a) Head should not touch on dive rolls.
  - b) Legs and knees are together.
  - c) Arms act as shock absorbers as the upper back is lowered to the mat. Body should land lightly. Hands are thrown forward on the roll up phase. Roll should be smooth and controlled.
  - d) No points can be awarded if hands are used to assist in getting up on one's feet, or if arms swing before the initial dive phase.
2. Points to Emphasize on Backward Roll
  - a) Squat down rapidly with knees and feet together. Sit back and roll rapidly using momentum to assist in rolling over.
  - b) Hands are near the ears with fingers pointing backwards and elbows up. Chin is on the chest
  - c) Back roll is done with a slight touching of the head on the mat.
  - d) Roll should be in a straight line.
  - e) All rolls end in a balanced, still, standing position.
  - f) Shoulder rolls can be performed in place of the backward roll – max score is one pt.
3. Teaching Methods
  - a) Line up cadets on the long edge of the mat.
  - b) Demonstrate forward rolls, then dive rolls. Gradually emphasize increased distance and height, smoothness, and rolling in a straight line.
  - c) Do a small, completely tucked forward roll; then backward roll as a lead up for backward roll.
  - d) Only teach the optional shoulder roll to cadets who cannot perform the backward roll.
4. Spotting Technique
  - a) No spotter is required.
  - b) Cadets who are having difficulty can utilize the blue wedge mat to increase momentum on both the forward and backward roll.

<b>VERTICAL ROPE 1</b>	<b>INSTRUCTION ONLY – NO GRADING</b>
<i>2 POINTS</i>	<ul style="list-style-type: none"> <li>• CLIMB 20 FEET WITH &lt; 8 LOCKS</li> </ul>
	<ul style="list-style-type: none"> <li>• LOCK WITH BOTH HANDS OVER RED</li> </ul>
	<ul style="list-style-type: none"> <li>• DESCEND HAND UNDER HAND</li> </ul>
	<ul style="list-style-type: none"> <li>• TOE TOUCH</li> </ul>
<i>3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> POINTS</i>	<ul style="list-style-type: none"> <li>• CLIMB 20 MORE FEET</li> </ul>
	<ul style="list-style-type: none"> <li>• LOCK WITH BOTH HANDS OVER RED</li> </ul>
	<ul style="list-style-type: none"> <li>• DESCEND HAND UNDER HAND</li> </ul>

1. Description - From a stand, climb the rope 20 feet using less than 8 “locks.” Descend hand under hand with the lock, touch the floor lightly with one foot, climb 20 feet, and again descend using the lock.
2. There are three ways to form the “lock” on the rope.
  - a) Clinch to the Lock.
  - b) Gap Method. Externally rotate the right leg, forming a “gap” so that the left heel goes right into the “lock.”
  - c) Underhook Method. Underhook the right leg under the setup left foot (rope runs behind the left calf muscle and across the outside of the left heel) forming the “sideways S.”
3. Key Teaching Points
  - a) The primary purpose for teaching the lock is to teach cadets how to climb a rope using primarily their legs - not their arms. Their legs are stronger than their arms.
  - b) An effective lock is one in which the cadet can hook one elbow and support their weight in the lock position.
  - c) Leaning back while climbing is essential in order to avoid having the rope slip when pushing down with the legs. Raise the knees high between locks and after raising the knees, push the feet forward.



- d) The lock is the primary descending technique because it allows for a slow, safely controlled descent with minimal use of the arms.
- e) Both hands must be above the red marks for scoring purposes. Instructors test the cadet's total performance from start to finish. Cadets will obtain instructor's permission to descend after reaching the top and hooking the elbow in the lock position.
- f) Cadets who are climbing must always be able to hear an instructor's directions and feedback, therefore no verbal motivation by classmates is allowed.
- g) Advise cadets to use ninety percent of their strength to climb and save ten percent to descend safely.
- h) Ropes are marked at 12, 16, and 20 feet.

#### 4. Teaching Methodology

- a) While standing on the ground without the rope, have cadets step forward with their right leg and then cross their left leg over their right leg and bring the outside edges of their shoes together into the clinch position. Then have them drag the left heel over the right foot to simulate the lock position.
  - b) Cadets then "address" the rope by raising their right knee as high as possible (bent knee higher than their waist). The rope is placed inside the right knee and over the right foot. The hands are reaching up as high as possible on the rope.
  - c) Lift the body and cross the left leg in front of the right leg to assume a clinch position and then cross the left leg over the right into a lock and hook an elbow.
  - d) Then climb two locks and strive to reach the first red mark on the rope. Drag left foot across and stand on the rope in "lock" position. Hook elbow and rest. Descend; touch the ground lightly and put on the lock.
5. Spotting. If a cadet overextends themselves and is in distress, an instructor must verbally coach the cadet down using the lock, and if necessary, slow the cadet's fall by grabbing their feet or hips.

## Lesson 2

### Review

1. Formation
2. Uniform
3. Website
4. Additional instruction procedures
5. Posture
6. Card Marking Procedures
7. Class makeup procedures
8. Reconditioning
9. Safety and spotting

TIME/MIN	EVENT
2	Review AI, reconditioning, spotting, safety
3	MASTER DEMONSTRATION: VERTICAL ROPE 1 FLANK VAULT LEAD-UP HIGH VAULT ATB W/SPOTTING TECHNIQUE
11	Divide into two groups: teach and test: VR1 and High vault.
11	Rotate, teach and test.
4	Grade ATB and show spotting techniques for overload.
5	Card marking.
9	Overall orientation to the IOCT events. PI covers rules and techniques with instructors demonstrating – cadets do not run the IOCT.
45	TOTAL CLASS TIME

<b>HIGH VAULT</b>	
<i>5 POINTS</i>	• SQUAT VAULT

- a) Description - From a run using a vaulting board, vault from a two-footed take-off to the side horse. Place hands on the horse. Execute squat vault with legs tucked, knees and feet together, over the horse to a stand onto a 4" landing mat.
- b) Points to Emphasize
  - (1) Use a long low approach step.
  - (2) Preflight, post flight and form are graded in respect to distance on both sides of the horse and height of the vault over the horse.
  - (3) All landings should be "stuck." The knees and hips bend to absorb the landing.
  - (4) Extend the arms on the dive phase and "push" the horse with the hands. The run provides the forward momentum and the push allows the shoulders to rise in preparation for landing.
  - (5) Keep head in front of the knees at all times.
1. Teaching Methods
  - a) Have group squat properly with knees and feet together on the floor.
  - b) Lead up is squat vault to the top of the horse and simultaneously clap the hands as the feet touch top. Jump off.
  - c) Squat vault over the horse, gradually increasing distance of the vaulting board.
2. Three Spotter Technique
  - a) Two spotters assume a stance with one hip against the horse.
  - b) Spotters grab the performer's upper arm as the cadet lands on the horse.
  - c) Near spotter steps on the vaulting board after the performer leaves to board to prevent the cadet from falling back.

<b>VERTICAL ROPE 1</b>	
<i>1-2 POINTS</i>	<ul style="list-style-type: none"> <li>• CLIMB 20 FEET WITH (&lt; 8 LOCKS FOR FULL CREDIT)</li> </ul>
	<ul style="list-style-type: none"> <li>• LOCK WITH BOTH HANDS OVER RED</li> </ul>
	<ul style="list-style-type: none"> <li>• DESCEND HAND UNDER HAND</li> </ul>
	<ul style="list-style-type: none"> <li>• TOE TOUCH</li> </ul>
<i>3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> POINTS</i>	<ul style="list-style-type: none"> <li>• CLIMB 20 MORE FEET</li> </ul>
	<ul style="list-style-type: none"> <li>• LOCK WITH BOTH HANDS OVER RED</li> </ul>
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1. Description - From a stand, climb the rope 20 feet using less than 8 “locks.” Descend hand under hand with the lock, touch the floor lightly with one foot, climb 20 feet, and again descend using the lock.
2. There are three ways to form the “lock” on the rope.
  - a) Clinch to the Lock.
  - b) Gap Method. Externally rotate the right leg, forming a “gap” so that the left heel goes right into the “lock.”
  - c) Underhook Method. Underhook the right leg under the setup left foot (rope runs behind the left calf muscle and across the outside of the left heel) forming the “sideways S.”
3. Key Teaching Points
  - a) The primary purpose for teaching the lock is to teach cadets how to climb a rope using primarily their legs - not their arms. Their legs are stronger than their arms.
  - b) An effective lock is one in which the cadet can hook one elbow and support their weight in the lock position.
  - c) Leaning back while climbing is essential in order to avoid having the rope slip when pushing down with the legs. Raise the knees high between locks and after raising the knees, push the feet forward.
  - d) The lock is the primary descending technique because it allows for a slow, safely controlled descent with minimal use of the arms.

- e) Both hands must be above the red marks for scoring purposes. Instructors test the cadet's total performance from start to finish. Cadets will obtain instructor's permission to descend after reaching the top and hooking the elbow in the lock position.
- f) Cadets who are climbing must always be able to hear an instructor's directions and feedback, therefore no verbal motivation by classmates is allowed.
- g) Advise cadets to use ninety percent of their strength to climb and save ten percent to descend safely.
- h) Ropes are marked at 12, 16, and 20 feet.

#### 4. Teaching Methodology

- a) While standing on the ground without the rope, have cadets step forward with their right leg and then cross their left leg over their right leg and bring the outside edges of their shoes together into the clinch position. Then have them drag the left heel over the right foot to simulate the lock position.
  - b) Cadets then "address" the rope by raising their right knee as high as possible (bent knee higher than their waist). The rope is placed inside the right knee and over the right foot. The hands are reaching up as high as possible on the rope.
  - c) Lift the body and cross the left leg in front of the right leg to assume a clinch position and then cross the left leg over the right into a lock and hook an elbow.
  - d) Then climb two locks and strive to reach the first red mark on the rope. Drag left foot across and stand on the rope in "lock" position. Hook elbow and rest. Descend; touch the ground lightly and put on the lock.
5. Spotting. If a cadet overextends themselves and is in distress, an instructor must verbally coach the cadet down, using the lock, and if necessary, slow the cadet's fall by grabbing the feet and hips.

#### IOCT Orientation

At the conclusion of card marking, the class sits near the two-handed vault. An instructor describes the obstacle course to include; reviewing the grade scale, rules, and approved technique for each obstacle. Another instructor demonstrates each obstacle. The third and fifth lessons are devoted to specific IOCT instruction.

## Lesson 3

TIME/MIN	EVENT
4	Formation: Discuss the purpose of IOCT class. Review IOCT grade scale. Divide Class into Three Groups:
10	First group goes to low crawl/tires/vault/beam/through-the-tire. (Skip shelf and bars.) Instructors teach technique and rules. Give individual assistance as cadets attempt as many correct repetitions as possible.
10	Second group goes to shelf and horizontal bars. Instructors teach technique and rules. Give individual assistance as cadets attempt as many correct repetitions as possible.
10	Third group goes to wall/ladder/rope/track. Instructors teach technique and rules. Give individual assistance as cadets attempt as many correct repetitions as possible.
11	Cadets run IOCT at $\frac{3}{4}$ speed.
45	TOTAL CLASS TIME

### INDOOR OBSTACLE COURSE TEST (IOCT)

Description - The obstacle course tests a cadet's coordination, balance, agility, muscular strength and endurance, cardiovascular capability and their ability to perform a series of basic movements skills under pressure. The course consists of a timed sequence of obstacles which include the low crawl, tire run, two-handed vault, shelf mount, balance walk across the horizontal bars, through the hanging tire, balance beam walk, vertical wall, horizontal ladder, rope climb, and running 2-3/4 laps on the track.

POINTS	MEN'S TIME	WOMEN'S TIME
20	2:26 or less	3:11 or less
18	2:27 - 2:33	3:12 - 3:23
16	2:34 - 2:38	3:24 - 3:35
14	2:39 - 2:41	3:36 - 3:47
12	2:42 - 2:44	3:48 - 4:01
10	2:45 - 2:49	4:02 - 4:06
8	2:50 - 2:54	4:07 - 4:24
6	2:55 - 3:01	4:25 - 4:54
4	3:02 - 3:13	4:55 - 5:17
2	3:14 - 3:30	5:18 - 5:29
0	3:31 or Greater	5:30 or Greater

### Points to Emphasize

All upperclass cadets take the IOCT as part of the physical education program. Proper technique on each obstacle is essential for efficient movement. Efficient movement patterns reduce energy expenditure.

In the military movement course, only one obstacle may be failed but a cadet must still meet the time standards in order to pass the IOCT. If a cadet fails one event they can only score two points regardless of their time.

See SAP athlete section for SAP IOCT grade scale adjustments.

### Teaching Methodology

The class is divided into 3 groups. All groups receive instruction emphasizing proper technique and IOCT rules.

Group 1: Start, Tunnel Crawl, Tire Run, Two Hand Vault, Hanging Tires, and Balance Beam.

Group 2: Shelf and Balance Walk on the H-bars

Group 3: Wall Scale, Horizontal Ladder, Rope Climb, Track

Groups observe proper technique and explanations by the instructors and perform as many repetitions as possible in the time allocated, Instructors provide specific feedback cadets to improve their technique.

Cadets run through the entire IOCT once they have completed all three stations. There is no card marking formation.

In lessons 4-7, cadets run the IOCT for practice at the conclusion of each lesson. Instructors man each key stations and provide feedback and assistance.

On lessons 5-6, the obstacle course is run for practice time. Instructors should start two cadets at a time at 20-second intervals. Cadets subtracts their starting time from their finish time to determine their actual time.

On lesson 8, the obstacle course is run for grade. Reasons for failure are annotated on the cadets grade card, i.e., SH = Shelf failure, R = Rope failure. Cadets who fail run the IOCT at the end of each subsequent lesson (9-19) until they pass (3:30 for men and 5:29 for women). Any cadet can re-test the IOCT for grade improvement of tab achievement.

#### C. Time Credit

1. A time credit is given to any cadet who is delayed during the running of the obstacle course due to non-availability of equipment. A time credit can also be given for unusual circumstances that arise in the running of the course. Time credits can be reduced by starting cadets at 20 second intervals and by having the slower performers move to the rear of the line. Examples of equipment non-availability time credits are as follows:
  - a) A cadet arrives at the shelf but cannot negotiate the obstacle because other cadets are in their way.
  - b) A cadet arrives at the H-bars and balance walk and must stop because the preceding cadet is directly in front of them blocking their progress.
  - c) A cadet arrives at the rope climb and all ropes are being utilized.
2. Cadets are briefed to notify the instructor on the spot if they are being held up. As soon as the instructor sees that a time credit is warranted, he/she will advise the cadet to begin a counting out loud. The instructor will make the appropriate adjustment to the cadet's running time in the cadet marking formation. Cadets never award themselves a time credit.

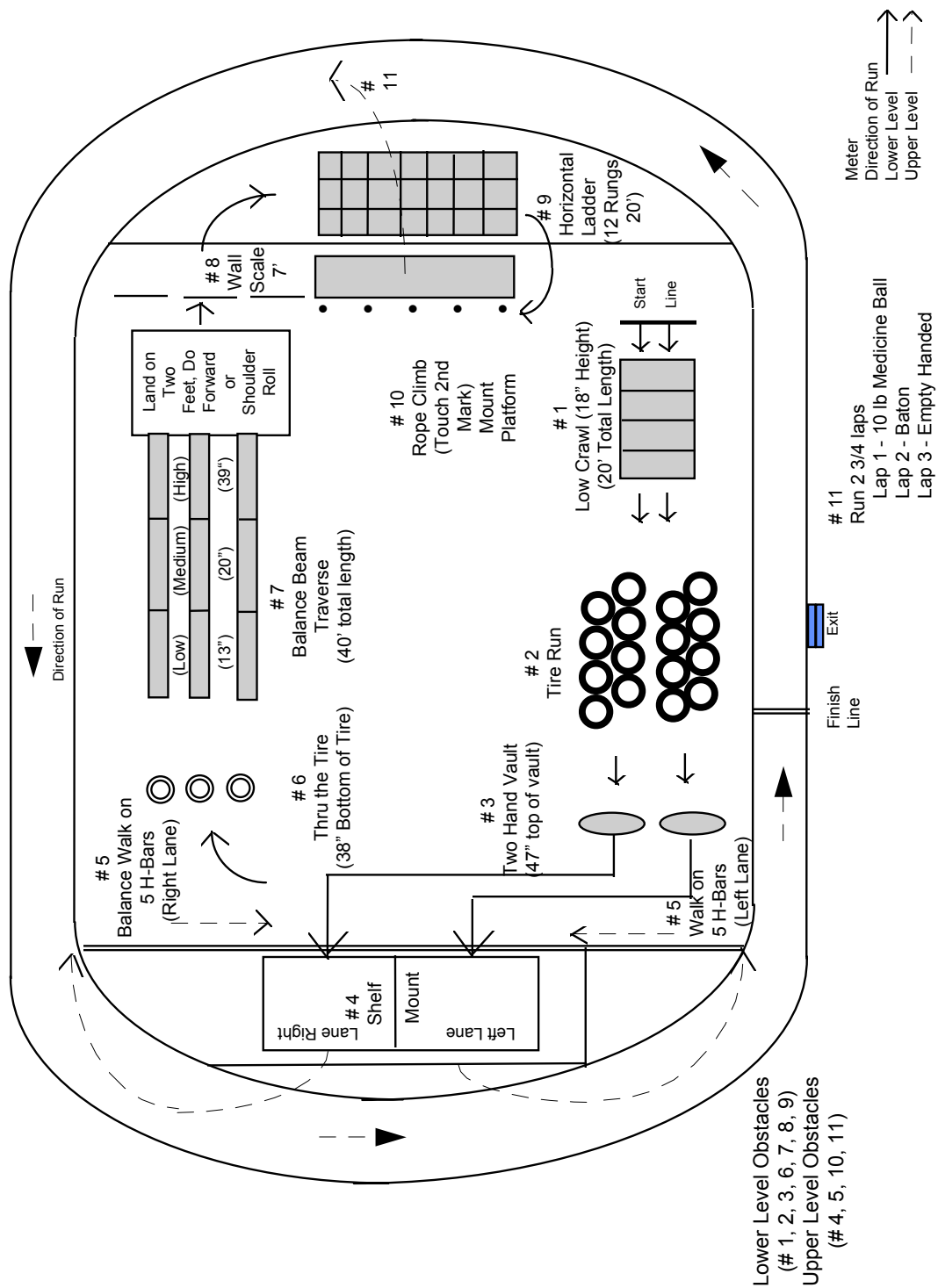
#### D. A cadet shall try all obstacles until successful or until an instructor sends the cadet to the next obstacle.

#### E. IOCT TAB Award

1. The IOCT TAB is given to those cadets running the IOCT at the A- or better time (2:38 for men, and 3:35 for women).
2. On lesson 8, cadets who want to earn the IOCT TAB are identified and are placed at the beginning of the start line.
3. A cadet can test for the IOCT TAB lessons 8-19.
4. When a cadet earns the IOCT TAB, the Instructor in Charge should:
  - a) Circle TAB on the grade card.
  - b) Make a formal presentation to the awardees in front of the section at the beginning of the following lesson.



## Indoor Obstacle Course Test



## Lesson 4

TIME/MIN	EVENT
3	MASTER DEMONSTRATION: Vertical Rope #2 (Clinch and Lock Climb) Tumbling #2 (Handstand against the Wall & Free Handstand) Dips
11	Divide into two groups; Teach and test Vertical Rope #2 and Tumbling #2
11	Teach and rotate
8	Test Dips
5	Card Marking
7	Run class through entire IOCT.
45	TOTAL CLASS TIME

VERTICAL ROPE 2	
<i>2 POINTS</i>	<ul style="list-style-type: none"> <li>CLIMB 20 FEET WITH CLINCH</li> </ul>
	<ul style="list-style-type: none"> <li>LOCK WITH BOTH HANDS OVER RED, DESCEND HAND UNDER HAND</li> </ul>
	<ul style="list-style-type: none"> <li>TOE TOUCH</li> </ul>
<i>3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> POINTS</i>	<ul style="list-style-type: none"> <li>CLIMB 20 MORE FEET</li> </ul>
	<ul style="list-style-type: none"> <li>LOCK WITH BOTH HANDS OVER RED, DESCEND HAND UNDER HAND</li> </ul>

1. Description - From a stand, climb the rope 20 feet using the clinch. After both hands are above the 20 ft. mark, descend using the lock, hand under hand for two points. Touch a toe lightly without supporting the body weight and climb 20 more feet.

1. Teaching Methodology

- a. While standing on the ground without the rope, have cadets step forward with their right leg and then cross their left leg over their right leg and bring the outside edges of their shoes together into the clinch position. Then have them drag the left heel over the right foot to simulate the lock position.
  - b. Cadets then “address” the rope by raising their right knee as high as possible (bent knee higher than their waist). The rope is placed inside the right knee and over the right foot. The hands are reaching up as high as possible on the rope.
  - c. Lift the body and cross the left leg in front of the right leg to assume a clinch position and hook an elbow.
  - d. Then climb two clinches and strive to reach the first red mark on the rope. Drag left foot across and stand on the rope in “lock” position. Hook elbow and rest. Descend; touch the ground lightly and put on the lock.
2. Spotting. If a cadet overextends themselves and is in distress, an instructor must verbally coach the cadet down, using the lock, and if necessary, slow the cadet’s fall by grabbing the feet and hips.

<b>TUMBLING 2</b>	
<i>3 POINTS</i>	<ul style="list-style-type: none"><li>• KICK HANDSTAND AGAINST WALL (5 SECONDS)</li></ul>
<i>+2 POINTS</i>	<ul style="list-style-type: none"><li>• KICK FREE HANDSTAND (5 SECONDS)</li></ul>

1. Description - Kick to a handstand against the wall with hands 12” to 18” away from base of the wall (3 points). Kick to a free handstand on an open mat and hold still for 5 seconds for 5 points. The handstand is the foundation for tumbling 3, 4, & 5.
- a) Elbows should not bend at all before, during or after the handstand. Hands are shoulder width apart, fingers spread, and shoulders fully elevated.
  - b) The lead leg is straight throughout the kick up and down.
  - c) Use a one-foot push-off on up phase and one foot step down.

- d) Counting seconds for “hold positions” in gymnastics is as follows: “One thousand-one, one thousand-two, one thousand-three, one thousand-four, one thousand-five.” (for all course exercises)
- e) A free handstand involves minimum hand movement. A score of 4 is given if the hands move.

## 2. Teaching Methods

- a) Line cadets up on the long edge of the mat. Instructor demonstrates several  $\frac{3}{4}$  handstands. There are four key teaching cues:
  - (1) Step forward into a deep lunge position. Lead knee is bent at least 90 degrees.
  - (2) The head is up with the eyes looking across the gym.
  - (3) Hands are shoulder width apart, fingers forward and elbows are locked.
  - (4) Back heel goes over the head.
- b) Cadets pair up and one helps each other balance a free handstand by holding the thigh near the knee.
- c) Move to the wall and kick a handstand against wall with a spotter. Only the heels touch and the eyes are fixed on the wall. Then attempt the skill without a spotter.

## Lesson 5

TIME/MIN	EVENT
4	Formation: Discuss the purpose of IOCT class. Review IOCT grade scale.
	Divide Class into Three Groups:
10	First group goes to low crawl/tires/vault/beam/through-the-tire. (Skip shelf and bars.) Instructors teach technique and rules. Give individual assistance as cadets attempt as many correct repetitions as possible.
10	Second group goes to shelf and horizontal bars. Instructors teach technique and rules. Give individual assistance as cadets attempt as many correct repetitions as possible.
10	Third group goes to wall/ladder/rope/track. Instructors teach technique and rules. Give individual assistance as cadets attempt as many correct repetitions as possible.
11	Cadets run IOCT at $\frac{3}{4}$ speed.
45	TOTAL CLASS TIME

### INDOOR OBSTACLE COURSE TEST (IOCT)

Description - The obstacle course tests a cadet's coordination, balance, agility, muscular strength and endurance, cardiovascular capability and their ability to perform a series of basic movements skills under pressure. The course consists of a timed sequence of obstacles which include the low crawl, tire run, two-handed vault, shelf mount, balance walk across the horizontal bars, through the hanging tire, balance beam walk, vertical wall, horizontal ladder, rope climb, and running 2-3/4 laps on the track.

POINTS	MEN'S TIME	WOMEN'S TIME
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2	3:14 - 3:30	5:18 - 5:29
0	3:31 or Greater	5:30 or Greater

### Points to Emphasize

All upperclass cadets take the IOCT as part of the physical education program. Proper technique on each obstacle is essential for efficient movement. Efficient movement patterns reduces energy expenditure.

In the military movement course, only one obstacle may be failed but a cadet must still meet the time standards in order to pass the IOCT. If a cadet fails one event they can only score two points regardless of their time.

See SAP athlete section for SAP IOCT grade adjustments.

### Teaching Methodology

The class is divided into 3 groups. All groups receive instruction emphasizing proper technique and IOCT rules.

Group 1: Start, Tunnel Crawl, Tire Run, Two Hand Vault, Hanging Tires, and Balance Beam.

Group 2: Shelf and Balance Walk on the H-bars

Group 3: Wall Scale, Horizontal Ladder, Rope Climb, Track

Groups observe proper technique and explanations by the instructors and perform as many repetitions as possible in the time allocated. Instructors provide cadets specific feedback to improve their technique.

Cadets run through the entire IOCT once they have completed all three stations. There is no card marking formation.

In lessons 3-6, cadets run the IOCT for practice at the conclusion of each lesson. Instructors man each key stations and provide feedback and assistance.

On lessons 8-9, the obstacle course is run for practice time. Instructors should start two cadets at a time at 20-second intervals. Cadets subtracts their starting time from their finish time to determine their actual time.

On lesson 8, the obstacle course is run for grade. Reasons for failure are annotated on the cadets grade card, i.e., SH = Shelf failure, R = Rope failure. Cadets who fail run the IOCT at the end of each subsequent lesson until they pass (3:30 for men and 5:29 for women). Any cadet can re-test the IOCT for grade improvement of tab achievement.

F. Time Credit

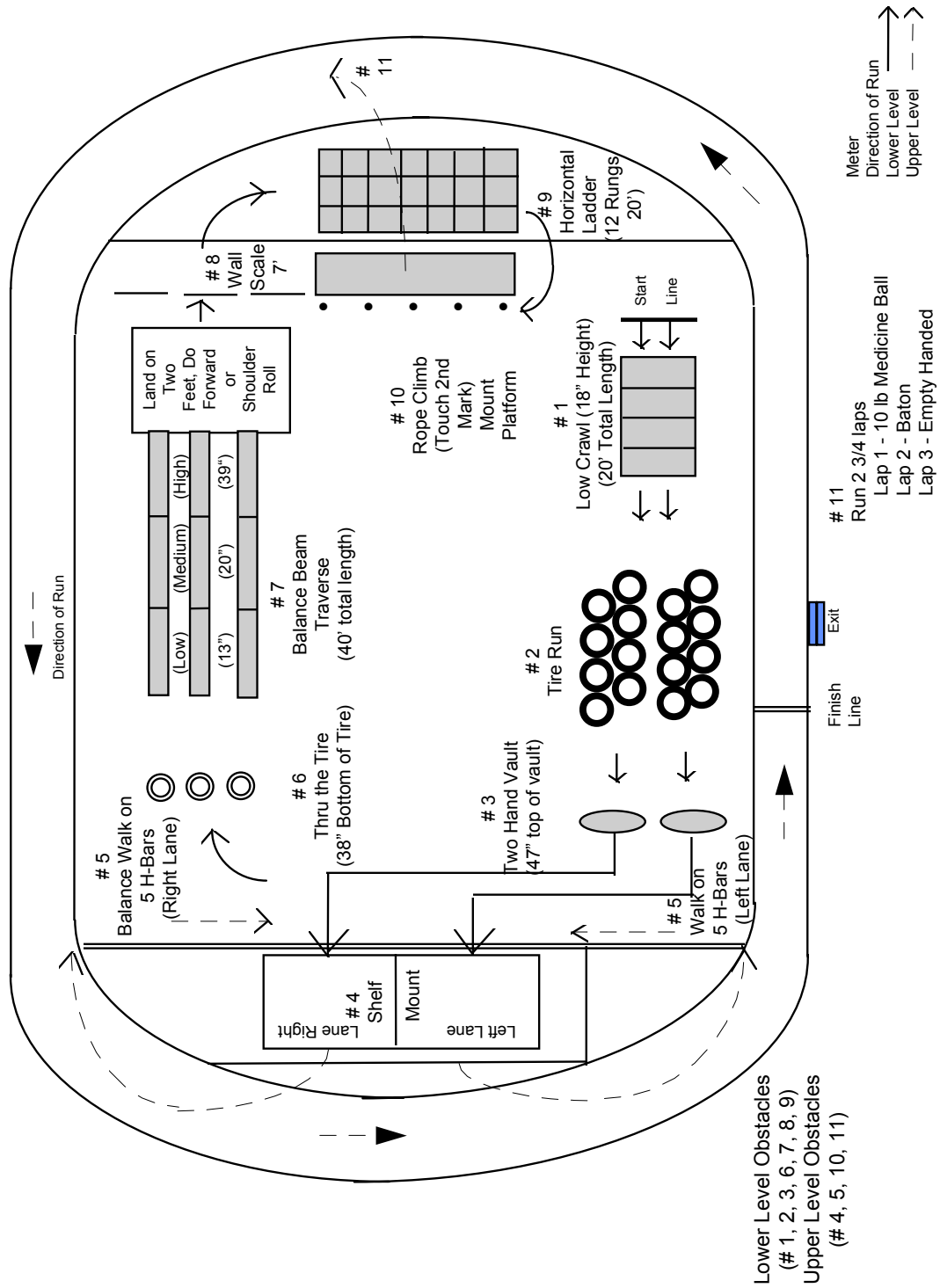
1. A time credit is given to any cadet who is delayed during the running of the obstacle course due to non-availability of equipment. A time credit can also be given for unusual circumstances that arise in the running of the course. Time credits can be reduced by starting cadets at 20 second intervals and by having the slower performers move to the rear of the line. Examples of equipment non-availability time credits are as follows:
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  - c) A cadet arrives at the rope climb and all ropes are being utilized.
2. Cadets are briefed to notify the instructor on the spot if they are being held up. As soon as the instructor sees that a time credit is warranted, he/she will advise the cadet to begin counting out loud. The instructor will make the appropriate adjustment to the cadet's running time in the cadet marking formation. Cadets never award themselves a time credit.

- G. A cadet shall try all obstacles until successful or until an instructor sends the cadet to the next obstacle.

H. IOCT TAB Award

1. The IOCT TAB is given to those cadets running the IOCT at the A- or above time (2:38 for men, and 3:35 for women).
2. On lesson 8, cadets who want to earn the IOCT TAB are identified and are placed at the beginning of the start line.
3. A cadet can test for the IOCT TAB lessons 8-19.
4. When a cadet earns the IOCT TAB, the Instructor in Charge should:
  - a) Circle TAB on the grade card.
  - b) Make a formal presentation to the awardees in front of the section at the beginning of the following lesson.

# Indoor Obstacle Course Test



## Lesson 6



TIME/MIN	EVENT
2	MASTER DEMONSTRATION: EL Squat Vault (must have 3 pts. on the High Vault) HB1 Knee Swing Mount Run IOCT
13	Divide class into two groups: Squat vault & Knee Swing Mount
13	Teach and rotate.
3	Practice and test
5	Card Marking
9	Run IOCT.
45	TOTAL CLASS TIME

HORIZONTAL BAR 1	
5 POINTS	<ul style="list-style-type: none"> <li>START FROM A HANG WITH FEET NOT TOUCHING THE GROUND</li> <li>ANKLES TO THE BAR FOR 1 SECOND</li> </ul>
	<ul style="list-style-type: none"> <li>HOOK LEFT LEG OUTSIDE LEFT HAND</li> </ul>
	<ul style="list-style-type: none"> <li>KNEE SWING UP</li> </ul>
	<ul style="list-style-type: none"> <li>CHANGE LEFT GRIP</li> </ul>
	<ul style="list-style-type: none"> <li>SINGLE LEG CUT DISMOUNT WITH <math>\frac{1}{4}</math> TURN TO STAND</li> </ul>
2 POINTS	<ul style="list-style-type: none"> <li>JUMP HEEL HOOK – MAX 2 PTS</li> </ul>
1 POINT	<ul style="list-style-type: none"> <li>WALK - JUMP HEEL HOOK – MAX 1 PT</li> </ul>

1. Description - Jump to dead hang with feet off the ground. Draw the front of the ankles to the bar with the knees between the arms in a tight tuck and hold for 1 second. Hook the left knee outside the left hand and straighten the right leg. With two or three pendulum swings, execute a knee circle

mount to a support on top of the bar. Adjust the bar so that it rests high on the left hamstring. Lift the right leg over the bar (straight leg) and execute a ¼ turn dismount to a stand.

2. Points to emphasize

- a) Ankles to the bar is easier if the performer gets the buttocks up high with the hips well above the shoulder joint, shoe laces touching the bar, and the knees completely on the other side of the bar between the arms.
- b) From ankles to the bar, the left leg should be hooked cleanly over the bar without touching. A 2-3 point deduction is given if the Achilles or calf is hooked.
- c) Cadets can use the “quick-hook method” by by-passing the ankles to the bar portion of the exercise. Walking to jump heel hook is 1 pt and a “standing position to jump to heel hook” is a max of 2 pts.
- d) The knee circle should be executed with straight arms. The swing up should be smooth for a high grade. The right leg is swung down and back in a wide pendulum swing, which carries the body up to a support with straight arms.
- e) Shift inside left hand to outside the left leg into a reverse grip. Dismount.

3. Teaching Methods

- a) Use all the high bars. Cadets do exercises 3-4 times.
- b) Instructors demonstrate 2 or 3 times, showing correct as well as incorrect movements.

4. Spotting Techniques

- a) Spotter assists the performer in ankles to the bar by pushing the lower back.
- b) Spotter grabs the straight right leg just above the right knee to help the performer swing up and above the bar.
- c) Cadets spot the dismount so that when the performer finishes they are face to face. If the performer is in trouble the spotter should grab the cadet’s hips.

<b>ELEPHANT VAULT</b>	
<i>5 POINTS</i>	SQUAT VAULT (3 Pts on HV is required)

1. Description - From a run, take off from the vaulting board into a squat vault over the elephant to a stand on a 4" landing mat. Height, distance, and correct position are graded as well as a controlled landing. The leading edge of the vaulting board is set 3+ feet away from the elephant. The hands are placed on the near bar of the elephant.
2. Points to Emphasize
  - a) Feet and knees are together with a tight tuck. The top of the thighs should touch the ribs in the "full" squat position.
  - b) The head should lead and stay in front of the body. No score is awarded to a cadet whose head is behind their body during flight.
  - c) The arms apply force downward and leave the elephant simultaneously.
  - d) Knees must pass between the arms in order to receive points.
3. Teaching Techniques
  - a) Review the squat position on the floor.
  - b) Do the up and down drill first in a tucked position.
  - c) Executing the squat vault and stop on top of the elephant using 3 spotters.
  - d) When a cadet can land on the second bar with both feet they are ready to attempt the entire vault.
4. Spotting Technique
  - a) Two spotters stand on the landing side with their hips against the elephant. They reach up and grab the upper arms of the performer as they leave the board. Spotters must maintain physical contact with the performer until the performer is safely on the ground. The third spotter stands to the side of the vaulting board and reaches up and steps onto the board immediately after the performer has executed the take-off. Their role is to keep the performer from falling backwards.

## Lesson 7

TIME/MIN	EVENT
5	MASTER DEMONSTRATION: Vertical Rope 3 -Grapevine Climb T3 – Cartwheel
13	Divide class into two groups. VR3 & T3
13	Teach and rotate.
5	Card Marking
9	Run class through entire IOCT for practice.
45	TOTAL CLASS TIME

VERTICAL ROPE 3	
<i>2 POINTS</i>	<ul style="list-style-type: none"> <li>CLIMB 20 FEET &lt; 8 GRAPEVINES</li> </ul>
	<ul style="list-style-type: none"> <li>LOCK WITH BOTH HANDS OVER RED, DESCEND HAND UNDER HAND</li> </ul>
	<ul style="list-style-type: none"> <li>DESCEND HAND UNDER HAND</li> </ul>
	<ul style="list-style-type: none"> <li>TOE TOUCH</li> </ul>
<i>3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> POINTS</i>	<ul style="list-style-type: none"> <li>CLIMB 20 MORE FEET WITH GRAPEVINE</li> </ul>
	<ul style="list-style-type: none"> <li>LOCK WITH BOTH HANDS OVER RED, DESCEND HAND UNDER HAND</li> </ul>
	<ul style="list-style-type: none"> <li>DESCEND HAND UNDER HAND</li> </ul>

- Description - From a stand, climb the rope 20 ft. using the “grapevine.” Unwrap the right leg. Set it up for the clinch. Put on a “lock”. Descend hand under hand with the “lock”. Touch the floor without supporting the weight and again climb 20 feet using the grapevine. At the top, with both hands above the top mark, put on a “lock” and descend hand under hand.
- Points to Emphasize

- a) Address the rope with the right knee high. Wrap the rope inside the right thigh and around the back of the calf and across the shoelaces. Pull up with the arms and step on the rope with the sole of the left foot at a 45 degree angle across the right foot.
  - b) At the top of the rope, the rope must be totally unwrapped and the “clinch-lock” sequence put on in order to descend properly.
  - c) The “grapevine” climb should be done with the legs as the primary means of making upward progress.
  - d) The “grapevine” is useful for cadets who are struggling on the IOCT ropes.
3. Teaching Methods.
- a) Review the lock.
  - b) Have the cadets raise the right leg and check their proper “grapevine”. Have them raise themselves up and step on the rope. Have them hook an elbow as a check for efficiency.
  - c) Have the cadets do two “grapevines” as high on the rope as possible. “Lock”. Descend. Touch a toe lightly; put the grapevine on again, and put the lock on.
  - d) If they are ready – Test.
4. Spotting Techniques: Usually none is required. Same as for the lock climb.

<b>TUMBLING 3</b>	
<i>5 POINTS</i>	• CARTWHEEL

1. Description - From a stand, execute a cartwheel emphasizing maximum distance. Cadets should pass through a handstand position.
2. Points to Emphasize
  - a) Performer first determines which foot she/he steps forward with to kick a handstand. Facing straight ahead. If the cadet steps with the left foot, she/he turns to the left, placing the left hand down first with the fingers extended to the left. With a strong kick to the handstand, the cadet executes a ¼ turn, placing his right hand down second. With momentum over the top, the right foot touches down third and the left foot straddled touches down fourth. Left hand is one, right hand is two, right foot is three, and left foot is four. The performer finishes the

cartwheel facing right. The concept is opposite for the performer who steps forward to kick a handstand with the right foot.

- b) Distance covered in a straight line is very important in grading consideration.
- c) The finish is with the legs together.
- d) All handstand concepts apply here.
- e) Hand and foot placement on the mat form a straight line.
- f) A cartwheel is a “moving handstand with a quarter turn”. Push off the hands as it is nearly impossible to have both the hands and both feet on the mat and still do a cartwheel.

### 3. Teaching Points

- a) Practice  $\frac{3}{4}$  kick handstands with straight arms.
- b) Line group up on long edge of the mat. With arms overhead, kick fast cartwheels across mat with distance as the factor
- c) Have class count out loud the 1, 2, 3, 4, rhythm of the cartwheel.
- d) Provide feedback and then grade up and down the line.

## Lesson 8

TIME/MIN	EVENT
6	MASTER DEMONSTRATION: HORIZONTAL ROPE SAFETY BRIEF HORIZONTAL ROPE 1 - Feet First RINGS 1 - Inverted Hang
12	½ class executes HR 1 and then moves to practice and testing.
12	½ class R1. Rotate
10	IOCT
5	Mark cards
45	TOTAL CLASS TIME

### RISK MANAGEMENT PROCEDURES FOR THE HORIZONTAL ROPE

1. Brief the entire section prior to the Master demonstration on safety procedures.
2. Alert cadets to come down from the rope when they feel their grip strength is weakening. Cadets should use 90% of their strength to climb and 10% to get off the rope. The spotters are only backups to the cadet's good judgment.
3. Insure cadets are in the proper spotting position and that they are paired up by weight.
4. **Cadet spotters will grab the climber's hips and help lower them from the hooked feet position to the dead hang position.**

HORIZONTAL ROPE 1	
3 POINTS	<ul style="list-style-type: none"> <li>FEET FIRST 25 FEET</li> </ul>
	<ul style="list-style-type: none"> <li>CHANGE GRIP</li> </ul>
	<ul style="list-style-type: none"> <li>SPOTTER ASSISTANCE TO HANG</li> </ul>

+ 2 <i>POINTS</i>	• ONE PERFECT PULL-UP
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1. Description - From the platform, mount the rope with back to the floor, feet hooked and leading. Travel hand over hand, foot over foot, climb the length of the rope until both hands are past the red mark. Change one grip. Hang. Do one pull-up then drop to the floor.
2. Points to Emphasize.
  - a) In starting, the cadet jumps to a grip then hooks the heels. The hands are outside the red mark. All cadets can be lifted in order to get their heels hooked.
  - b) Hook the heels (Achilles tendon) over the rope. The knees are bent and spread apart.
  - c) The alternation foot method works best with feet leading. That is, move the left hand and left foot down the rope then the right foot and right hand. The opposition method works better when traveling down head first as in horizontal rope 2. That is where left foot and right hand move, then right foot and left hand move.
  - d) Both hands go past the red mark at the end of 25 feet. Spotter grabs hips and helps climber to hanging position.
  - e) Do a perfect pull-up for 5 pts. after the hang. Deduct 2 points if the pull-up is not completed correctly.
  - f) Emphasize quickness and smooth movement.
3. Teaching Methods
  - a) Demonstrate the exact method and spotting technique.
  - b) Emphasize smoothness and efficiency.
  - c) Spotting Technique: The spotter places hands 2" under the performer's shoulder blades and spots the total exercise, including the grip change and pull-up. The spotter walks underneath the performer the entire trip on the horizontal rope. Spotter grabs hips and helps climber to hanging position.



<b>RINGS 1</b>	
<i>5 POINTS</i>	<ul style="list-style-type: none"> <li>• HANG</li> </ul>
	<ul style="list-style-type: none"> <li>• STRAIGHT LEG PULL TO PIKED HANG (SWING = MAX 2 PTS)</li> </ul>
	<ul style="list-style-type: none"> <li>• PIKED INVERTED HANG (1 SECOND)</li> </ul>
	<ul style="list-style-type: none"> <li>• STRAIGHT BODY INVERTED HANG (3 SECONDS)</li> </ul>
	<ul style="list-style-type: none"> <li>• PIKED INVERTED HANG (1 SECOND)</li> </ul>
	<ul style="list-style-type: none"> <li>• SLOWLY LOWER TO STRAIGHT ARM L - POSITION (3 SECONDS) HOLD AND LOWER</li> </ul>

Description – straight leg pull to the piked inverted hang position for 1 sec, straight body inverted hang (3 sec), return to a piked inverted hang for 1 sec, slowly lower to a straight arm L-position for a 3 sec hold, lower to hang

1. Points to Emphasize

- a) Legs are straight throughout the entire exercise as this makes it harder. This is primary in grading consideration.
- b) The pike hang is balanced with the legs horizontal to the ground, the chin forward and eyes on the knees. The arms will be alongside the outer thighs and the back will be rounded from shoulder to shoulder.
- c) Keeping the eyes on the toes, extend them to a spot between the rings in executing the straight body inverted hang. Then extend into a slight arch or straight position while looking around (hyper-extension of the neck) to see the floor. Two checkpoints are that the thumbs should be on the thighs and the arms should line up with the body.
- d) Chest is extended on straight body inverted hang.
- e) The exercise is smooth, sharp, with quick body movements - not slow.
- f) Slowly lower to a straight arm L-position for a 3 seconds hold. Then lower the legs to a hang and dismount.

## 2. Teaching Methods

- a) Mounting the rings, the performer stands directly under the rings and the next cadet gives the performer a "lift" by grasping the hips. The performer jumps to grip the rings and the spotter steadies them.
- b) Have the group lie on their backs and assume the pike position noting the leg position. Have them do the straight body inverted hang by lying on their front and arching with the arms at their side.
- c) Demonstrate placing the feet against the inside of the ring straps and extending up to the straight body inverted hang with spotter assistance. Demonstrate the return to the pike and the slow straight leg lower down to the hanging L - position with spotter assistance.

## 3. Spotting Techniques

- a) Spotter gives the cadet a "lift" and "stills" the performer. The spotters' hands are on the performer's hips and the spotter stands behind the performer.
- b) The spotter coaches the cadet through the exercise and spots the performer in case of a fall. Spotter should push the struggling cadet up into the pike hang if necessary and manipulate each position as necessary.

## Lesson 9

TIME/MIN	EVENT
3	MASTER DEMONSTRATION OF T4 - ROUTINE
11	Teach T4 and then free practice.
11	Teach T4 and then free practice.
	Prompt cadets to practice and re-grade R1 so they can be authorized to be taught R2. They must score 3 pts on R1 to learn R2.
5	IOCT retests
5	Mark cards
10	Cadets add their points and enter their mid-course grade in the appropriate box on their card. Instructors check their cards for accuracy.
45	TOTAL CLASS TIME

## Lesson 10

TIME/MIN	EVENT
3	Master Demonstration of Applied Balance and Applied Movement Sequences
20	Teach, practice, rotate
20	Teach, practice, rotate
2	Discuss relevance of these skills to the Army
45	TOTAL CLASS TIME

### Station 1: Applied Movement Sequence

The Applied Movement Sequence is a series of events which focus on the cadet's ability to improve their ability to move skillfully, safely, and in a coordinated manner through a sequence of practical obstacles. Cadets will start and finish near the South entrance of Hayes Gym. Hayes gym will be split in half with a sequence on each end. This event is not graded or timed.

#### Order of events:

- Start line – under the IOCT ropes
- Low crawl 10'
- Stand up and barrel roll over the table
- Flank vault the three side horses
- Return by running a figure 8 pattern around the horses
- Climb up the cargo net to the IOCT rope platform
- Safely step over or vault the black bars until you reach the last two vertical ropes
- Sit down and put on a perfect lock – get checked off by and instructor
- Descend the rope using the lock
- Fireman carry a cadet of equal weight to the hand grenade zone
- Throw the simulated hand grenade and hit the target mat
- Repeat this several times

#### Uniform:

The Applied Movement Sequence will be executed in Battle Dress Uniform with Kevlar helmet.

## **Station 1: Applied Balance Sequence**

The Applied Balance Sequence is a series of events which focus on the cadet's ability to remain kinesthetically aware through several unfamiliar and challenging environments. Cadets will start and finish near the North entrance into Hayes Gym.

- Risk Management. Pre-position 1 spotter. Replace spotters upon dismounting or starting a new event. Spot "down climber" on first ladder from bottom.

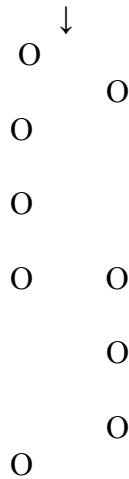
### **Order of events:**

- Start line – at doors in 2 files
- Up stairs across track
- Climb down to IOCT shelves
- Traverse out to H-Bars at each end of the shelf
- Balance walk H-Bars like IOCT to end of bars
- Climb out to rope ladder and descend to floor
- Spot
- Rope swing from block to block
- Traverse the 5 dangling ropes
- Spot

### **Specifics**

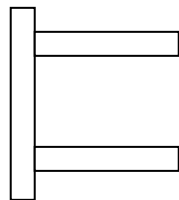
- Start line – at doors in 2 files  
Right file will stay on right side up stairs and take right side shelf and go to the right on H-Bars.
- Up stairs across track
- Climb down to IOCT shelves
- Traverse out bars at respective ends of shelf  
Use black bars on outside end of wooden shelf nearest sidewalls of Hayes Gym to get out to the H-Bars .
- H-Bar Balance Walk like IOCT 3 bars to end of bars
- Climb up and out to rope ladder and descend to floor  
Spotter #1 needed to steady rope ladder for following cadet.
- Rope swing from block to block
- Traverse the 5 dangling ropes

- Run the floor disc “island hopper” in various ways



Methods –

1. alternating feet forward with continuous movement on each disc
  2. alternating feet forward with stop on each disc
  3. two footed hop
  4. one foot hop
  5. alternating feet backward with stop on each disc
  6. alternating feet backward with continuous movement on each disc
- Traverse the balance beam U shape in various ways. Traverse short low beam, climb up onto long beam full height, climb down to medium beam crossways.



Methods-

1. straight walk
  2. backwards walk
  3. sideways walk
  4. karaoke cross overs and cross behinds
  5. end to end walk (chasse like)
  6. hopping on one foot
  7. add one leg stork stand
  8. add front scale.
- Finish

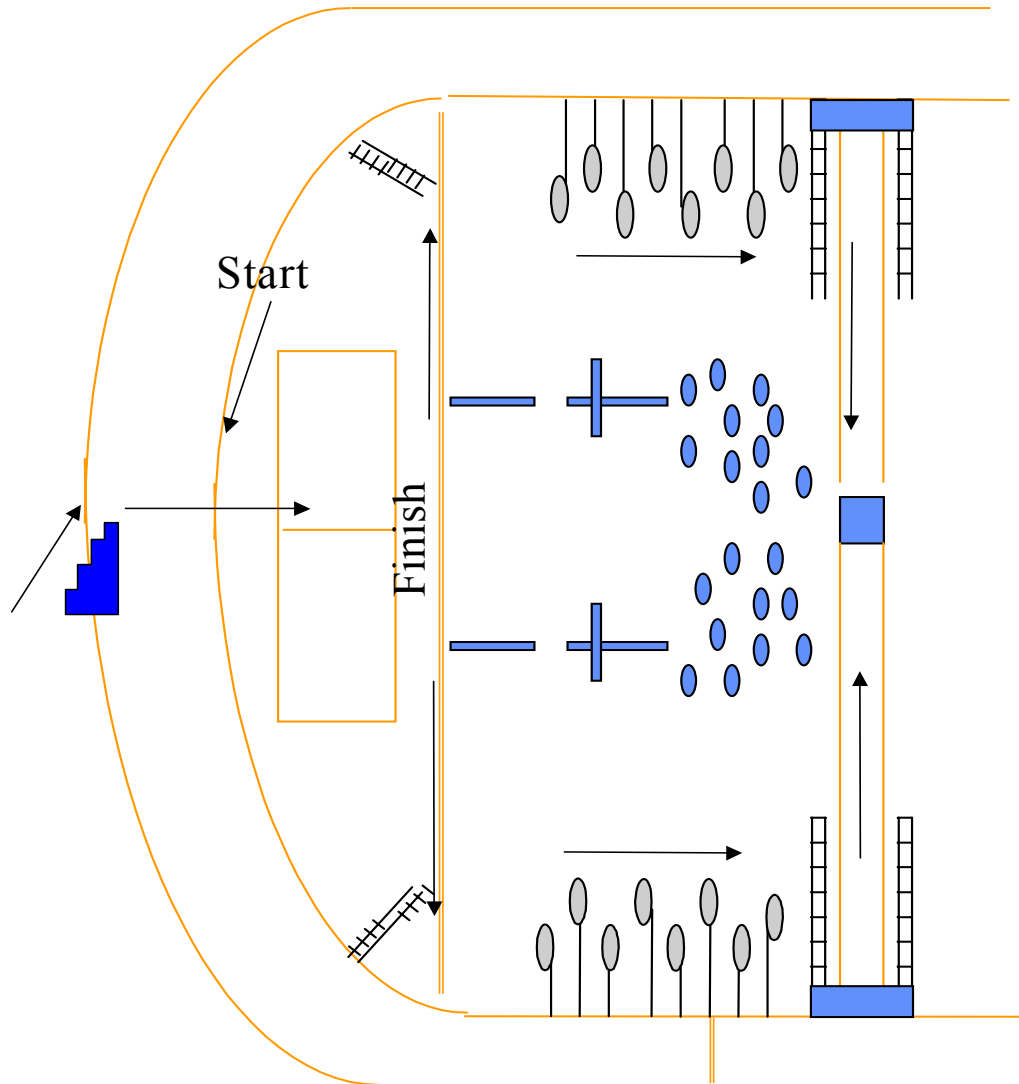
## **Station 2: Commando Crawl**

- Climb up rope ladder either using standard ladder or firecracker ladder to commando crawl platform with spotter below
- Commando crawl along horizontal rope with spotter below
- Dismount to floor
- Spot next commando crawler

### **Details**

- Climb up rope ladder either using standard ladder or firecracker ladder to commando crawl platform. A spotter is needed on rope ladder ascending cadet
- Commando crawl along horizontal rope until the hands reach the far red mark. A spotter is needed on commando crawl from start to finish.
- Rotate 180 degrees with hands and leg(s), then hang, then drop to the floor from the commando crawl. The dismount should be controlled and done slowly. So if the right foot is dragging on the top of the horizontal rope, dismount to the left slowing rotating 180 degrees while hooking the back of the left knee. If left leg is dragging, rotate right, hooking back of right knee.
- Spotter will assist climber from the heels hooked position to the dead hang position by grabbing the climber's hips.
- Perform one pull-up (spotter assistance if needed)

# APPLIED BALANCE SEQUENCE





## Lesson 11

TIME/MIN	EVENT
5	MASTER DEMONSTRATION: TUMBLING 4 – ROUND OFF HORIZONTAL ROPE 2 – FEET FIRST VERTICAL ROPE 4 – HANDS ONLY
	Cadets who have not scored on the lock climb should not do hands only. They should receive instruction on the lock climb.
7	Teach and Test Vertical Rope #4 (Hands Only)
12	Divide Class into 2 Groups (T4 & HR2/Free Practice). Teach and Test
12	Rotate, teach, and test
4	IOCT Record Test if necessary
5	Mark cards.
45	TOTAL CLASS TIME

TUMBLING 4	
5 POINTS	• ROUND OFF FROM RUN
2 POINTS	• ROUND OFF FROM STAND

1. Description – A round off is a variation of a cartwheel. The only difference is that a run is added prior to the round-off and a quarter turn is added to the end.
2. Points to Emphasize
  - a) Exercise is similar to the cartwheel except the torso and hands turn more and the feet come together in the handstand position.
  - b) Round off is a kick handstand with a  $\frac{1}{4}$  turn. The performer passes through the handstand, snaps down, and rebounds to a two foot landing.
  - c) A long, deep lunge is desirable at the beginning.

- d) Both feet must hit simultaneously or no score is awarded.

#### Teaching Method

- e) Line group along the long edge of mat.
- f) Do handstands and fast cartwheels as a warm-up.
- g) Have cadets perform a cartwheel and land facing the way they came.
- h) Then have them land with their feet together.
- i) Teach the “hurdle” with arms overhead and landing in the kick handstand position.

<b>HORIZONTAL ROPE 2</b>	
<i>1 POINT</i>	<ul style="list-style-type: none"> <li>• HEAD FIRST 25 FEET</li> </ul>
	<ul style="list-style-type: none"> <li>• CHANGE GRIP</li> </ul>
	<ul style="list-style-type: none"> <li>• HANG</li> </ul>
<i>2 POINTS</i>	<ul style="list-style-type: none"> <li>• RETURN SIDE SWINGING 15 FEET</li> </ul>
<i>2 POINTS</i>	<ul style="list-style-type: none"> <li>• ONE “Quality” PULL-UP</li> </ul>

1. Description – Mount rope with head leading. Travel the length of rope until both hands have passed the red mark. Change grip and hang. Begin a sideward swing. Shift hand to hand, traveling sideways 15 feet until both hands are between the two white marks. Do a perfect pull-up and drop off.
2. Points to emphasize
  - a) Sideways hand-to-hand travel is coordinated by shifting the left hand when the body swings to the left and shifting the right hand when the body swings right.
  - b) Teaching Methods - Same as Horizontal Rope 1.
3. Spotting Techniques
  - a) Same as Horizontal Rope 1 except the spot for the sideward swing travel is to the rear of the performer with hands 2” away from the hips.
  - b) Spotter assists the climber from the heels hooked position to the dead hang position by grabbing the hips.

<b>VERTICAL ROPE 4</b>	
	<ul style="list-style-type: none"> <li>• CLIMB 20 FEET HAND OVER HAND FROM A STANDING POSITION USING A SINGLE ROPE</li> </ul>
<i>1 POINT</i> <i>3 POINTS</i> <i>5 POINTS</i>	<ul style="list-style-type: none"> <li>• FOR 12'</li> <li>• FOR 16'</li> <li>• FOR 20'</li> </ul>
	<ul style="list-style-type: none"> <li>• LOCK &amp; HOOK ELBOW</li> </ul>
	<ul style="list-style-type: none"> <li>• DESCEND HAND UNDER HAND</li> </ul>

1. Description – From a standing position on the floor, reach up and pull your body upward using only your hands. Climb hands only 12, 16 or 20 feet for 1, 3, or 5 points respectively. At the top, put a “lock” on and with instructor approval descend the rope.
  - a) Keep the elbows bent at 90 degrees while climbing.
  - b) For safety, stop the cadet as soon as they start to kick, slip, or stop upward progress.
  - c) **Cadets who have not scored on VR 1 (lock) should not attempt this climb. They should work separately with an instructor to master the lock climb.**
2. Teaching Method
  - a) **Demonstrate, review, and do a “lock check” prior to instruction.**
  - b) Cover the key teaching cues described above.

## Lesson 12

TIME/MIN	EVENT
3	MASTER DEMONSTRATION: TUMBLING 7 – HEADSTAND/FOREARM STAND TUMBLING 6 – HANDSPRING (INSTRUCTION ONLY)
8	HORIZONTAL ROPE 3 - HAND OVER HAND (ALL)
12	Divide Class into 2 Groups. T6 & T7
12	Rotate, teach and test.
5	Free Practice or IOCT as necessary
5	Mark cards
45	TOTAL CLASS TIME

HORIZONTAL ROPE 3	
5 POINTS	<ul style="list-style-type: none"> <li>HAND OVER HAND 25 FEET – PULL UP</li> </ul>
1 POINT 2 POINTS 3 POINTS	<ul style="list-style-type: none"> <li>PARTIAL CREDIT:                15 FEET                20 FEET                25 FEET             </li> </ul>
2 POINTS	<ul style="list-style-type: none"> <li>ONE “Quality” PULL-UP</li> </ul>

1. Description – Jump to a bent arm hanging position inside the red mark  
Climb hand over hand, change grip, do a perfect pull-up and drop off.
2. Points to Emphasize
  - a) The hand over hand climb should be done with flexed elbows, with one ear along side the rope, knees in front, and without developing a sideward swing.

- b) No sliding of the hands forward is permitted. A release and re-grasp is required.
- c) The head will be to one side with one ear along side the rope.

<b>TUMBLING 6</b>	
<i>5 POINTS</i>	<ul style="list-style-type: none"> <li>• HANDSPRING USING ROLLED MAT &amp; ONE FOOT TAKEOFF</li> </ul>

1. Description - From a short run, execute a hurdle into a front handspring off a rolled mat to a stand. Arms remain straight and the landing should be 2-4 feet from the rolled 4" mat. A handspring is a "flying kick handstand."
2. Points to Emphasize
  - a) Take off foot is close to the rolled mat.
  - b) A forward lean (head over 4" mat is critical for safety).
  - c) Arms straight and head up.
3. Teaching Methods
  - a) Kick stretched handstands on 4" mat and fall over into the arched bridge.
  - b) Show the class the kick handspring from one step and spotter assistance to the feet.
4. Spotting Technique
  - a) One hand on the biceps as the performer kicks a handstand. The other hand is placed on the lower back to help rotate the performer.
  - b) Two spotters kneel on the rolled mat in straddled position.
  - c) A cadet can receive 1 or 2 points if the spotters touch and assist the performer. For a 3 to 5 grade, spotters are present but do not touch the performer.

<b>TUMBLING 7</b>	
<i>1 POINT</i>  <i>3 POINTS</i>	<b>KICK TO 3 SEC HEADSTAND – LOWER THROUGH SQUAT BALANCE</b> <ul style="list-style-type: none"> <li>• SQUAT BALANCE</li> <li>• PRESS TO HEADSTAND (3 SECONDS)</li> <li>• LOWER THROUGH SQUAT BALANCE</li> </ul>
<i>+2 POINTS</i>	<ul style="list-style-type: none"> <li>• FOREARM STAND (3 SECONDS)</li> </ul>

1. Description - The headstand is done from a squat balance for 3 pts. From a full knee bend, execute a squat balance (hands only tip-up) for 1 second. Place the head on the mat, press to a headstand for 3 seconds. Lower down through the squat balance to a stand. Maximum score for the headstand is 3 points. The forearm stand is done by placing the forearms upon the mat and, just like the handstand, kick up one leg at a time to a balance with the body slightly arched for 3 seconds. Maximum score for the forearm stand is 5 points.
2. Points to Emphasize on Headstand
  - a) Squat balance can be done two ways. One is to push out with the elbows and squeeze in with the inner knees. The second is to balance the knees on top of the triceps areas of the upper arms. Contact must be solid between knees and arms.
  - b) Neck is hyper-extended during whole skill.
  - c) Hands are shoulder width apart, fingers spread.
  - d) A triangular base must be maintained with the center of gravity within the base.
  - e) The headstand is either straight or slightly arched, but definitely not piked.
  - f) The body is lowered from the inverted position with control and does not fall down. Knees must touch elbows on recovery from headstand.
3. Points to emphasize on Forearm Stand
  - a) Weight is on elbows.
  - b) Keep forearms parallel. Bent knee should be close to the elbows prior to the kick-up.

- c) The more the shoulder bends forward towards the hands, the harder and lower the forearm stand becomes.
  - d) Body should be tight. The body should be controlled into a “unit” by muscles contracting properly.
  - e) Step down, one leg at a time.
4. Teaching Techniques
- a) Line up group along an edge of a long mat and have them try the skills. Test up and down the line.
  - b) The spotters hold the hips to assist the cadet in finding the right balance point and “feeling”.
5. Spotting Techniques
- a) Not really necessary for the normal cadet because if balance is lost, the performer can tuck the head and execute a forward roll or shoulder roll left or right. For the weaker performer, spotting to mold the correct movements is critical.
  - b) Spotter holds onto hips, then the lower thigh near the knee of the performer.

## Lesson 13

TIME/MIN	EVENT
7	MASTER DEMONSTRATION: TRAMPOLINE SAFETY BRIEF TRAMP 1 – SEAT DROP T6 – HANDSPRING – REVIEW/ GRADE
14	Divide Class into 2 Groups – TR1 and T6. Teach and rotate.
14	Teach and rotate.
5	Free practice and testing
5	Card Marking
45	TOTAL CLASS TIME

### Trampoline Safety Brief

1. A movement team instructor must be present in Hayes Gym in order for cadets enrolled in PE 117 to utilize the trampoline.
2. Cadet Spotters must be stationed at both ends of the trampoline.
3. Cadets may only attempt skills that they have already been taught in PE 117. In particular, front and back somersaults are strictly forbidden.
4. Cadets must mount and dismount the trampoline using three points of contact (two hands and one knee). They may not forward roll onto the trampoline or jump off.
5. Bounce low in order to stay centered on the trampoline. If you are not on the X, you are out of control and bouncing too high. Height is not a factor in grading.

<b>TRAMPOLINE 1</b>	
<i>5 POINTS</i>	<ul style="list-style-type: none"> <li>• 3 FOOT BOUNCES</li> </ul>
	<ul style="list-style-type: none"> <li>• 3 SEAT DROPS</li> </ul>



	<ul style="list-style-type: none"> <li>• KILL BOUNCE</li> </ul>

1. Description - Execute three foot bounces, three seat drops and a kill bounce. Maintain balance, form, proper arm movement. Looking at the front of the trampoline at all times and staying centered. Height is not a factor in grading. Novice's who bounces high on trampoline have less body control – hence a lower grade.
2. Points to Emphasize
  - a) Look at the end of the trampoline bed at all times.
  - b) When bouncing, ensure that the feet are apart on the tramp and together in the air. The circling arm action maintains balance. The legs are flexed slightly in depressing the trampoline bed but straighten when the bed recoils.
  - c) The seat drop starts while slightly leaning backwards with an arch in the body. This position goes up and comes down, and just before hitting the bed, the body flexes into the seat drop position. The seat drop position is straight legs together, toes pointed, a slight lean backwards, slightly bent arms with hands on the bed, fingers pointing outward and forward, and the head level. Four areas must hit simultaneously in executing the seat drop: heels, buttocks, right and left hands. Hands are alongside the hips or backwards up to 6 inches. The shoulders are elevated and arms are slightly bent. To recover from the seat drop, the performer pushes down with his hands and extends upwards. His arms go over his head. The arms quickly recover downwards to help depress the bed for a bigger or equal bounce and swing upward on the next foot bounce into seat drop (a full arm circle between seat drops). A good way to describe the arm swings preceding every seat drop is "hands go up (lift) and then down". The center "cross" on trampoline is a good indicator for technique on seat drops as the feet should land on the cross, then the buttocks, then the feet, etc. Traveling is lack of control and should be deducted from grade.
  - d) All trampoline tests should be performed at a low to moderate height. Too often cadets bounce high and perform the seat drops successively decreasing the height of each one.
  - e) The arm swing technique is graded especially in between seat drops.
  - f) "Kabooming" a seat drop is poor control and no grade. A "kaboom " is when the performer lands on his buttocks first, then his heels snap down next, or vice versa (sounds like a "ka-boom").

- g) A performer who goes straight up and down without the slight backward lean will pike his body right away. This can be done; however, it shows up later in the harder exercises and is not the proper technique.
- h) Feet are apart on the bed for each foot bounce as adjustment of balance and position upon the bed is necessary. Feet apart and heels flat increases stability. One can push harder with either foot and/or lean with the upper body and hips to adjust where the body will be propelled next.
- i) The "kill bounce" is used for: (1) ending all trampoline exercises into a stop (controlled stand) with no bounces, and (2) as a safety measure to stop oneself when out of control in respect to the center of the trampoline and the next bounce. To do the kill bounce, the performer lands with flat feet immediately flexing the ankle, knee, hip, and all the vertebrae so the recoil force of the trampoline is dissipated throughout. The kill bounce is low and in squat-like position.
- j) Extra foot bounces in between the exercise equals no grade.
- k) All exercises except Trampoline 5 are preceded by three flat foot bounces. More or less starting bounces are penalized, but still a grade can be obtained.

### 3. Teaching Method

- a) First, the spotting procedures and rules during the master demonstration.
- b) Give the master lesson showing the class what it will be doing first, second, and so on. Break into groups.
- c) Most of the trampoline exercises are taught at a low level before height is allowed. Therefore, the seat drop position can be taught on the floor. Then it is taught by sitting on the trampoline and bouncing in the seat drop position consecutively from zero bounce. Build it up by timing the bounce and pushing up to the feet. Then with no bounce, stand, lift to a seat drop, return to the feet, and repeat to a seat drop. Then teach the foot bounce, kill bounce, and arm swings. Put the whole thing together and test. Again the idea is to start low, build up learning to apply forces, and then bounce when control is learned. High bouncing without control is discouraged and can be traumatic.
- d) The switch. In order to effectively give everyone the attention and chance to go through the lead-ups, a method of moving cadets on and off the trampoline is used called the switch. The instructor merely commands "switch" and everyone on all trampolines clears. The performers get off the trampoline at the same spot where the new performer is getting on and spots. An instructor can quickly get the total group through all of the progressions, step by step, in this manner. The advantage is you can get three or four rotations and then add a new factor or part of the exercise as you go along in instruction.

- e) So first, teach bouncing in the seat drop position only and switch through so all performers do this lead-up. Stand, no bounce, seat drop to feet and switch through. Then teach foot bouncing plus the kill bounce and switch through. The switch is between 10 seconds and 30 seconds. Slow performers will learn to waste no time.
- f) The first lesson is very important as it affects every succeeding lesson.

#### 4. Spotting Techniques

- a) A spotter is required on each end and any open side. The spotter stands with their hands on the frame pads and watches/coaches the performer at all times. Spotters do not lean on the trampoline and are centered on the end or side.
- b) If a performer starts to bounce off the trampoline or near the frame and springs, the spotter pushes the performer onto the bed or grabs an arm if the performer is going off the trampoline.
- c) Safety on the trampoline is directly related to the instructor and teaching progressions. For example: Front drops taught from a high bounce without the preliminary lead-ups places cadets at risk for whiplash.
- d) The performer is partially responsible for their own safety. They utilize the kill bounce as taught and exercise judgment as to whether they have learned the lead-up properly.
- e) Spotting is the same for trampolines 1 to 5.

<b>TUMBLING 6</b>	REVIEW INSTRUCTION AND GRADE
	<ul style="list-style-type: none"> <li>• HANDSPRING USING ROLLED MAT &amp; ONE FOOT TAKEOFF</li> </ul>

1. Description - From a short run, execute a hurdle into a front handspring off a rolled mat to a stand. Arms remain straight and the landing should be 2-4 feet from the rolled 4" mat. A handspring is a "flying kick handstand."
2. Points to Emphasize
  - a) Take off foot is close to the rolled mat.
  - b) A forward lean is helpful in achieving full rotation to feet.
  - c) Arms straight and head up.
3. Teaching Methods
  - a) Kick stretched handstands on 4" mat and fall over into the arched bridge.

- b) Show the class the kick handspring from one step and spotter assistance to the feet.

#### 4. Spotting Technique

- a) One hand on the biceps as the performer kicks a handstand. The other hand is placed on the lower back to help rotate the performer.
- b) Two spotters kneel on the rolled mat in straddled position.
- c) A cadet can receive 1 or 2 points if the spotters touch and assist the performer. For a 3 to 5 grade, spotters are present but do not touch the performer.

## Lesson 14

TIME/MIN	EVENT
5	MASTER DEMONSTRATION: TRAMPOLINE 2 – SWIVEL HIPS RINGS 2 – (MUST SCORE A MINIMUM OF 3 PTS ON R1)
15	Divide into two groups. Teach and test.
15	Rotate, teach and test.
5	Free practice and testing or IOCT practice as necessary
5	Mark cards
45	TOTAL CLASS TIME

TRAMPOLINE 2	
5 POINTS	<ul style="list-style-type: none"> <li>• 3 FOOT BOUNCES</li> </ul>
	<ul style="list-style-type: none"> <li>• 3 SWIVEL HIPS</li> </ul>
	<ul style="list-style-type: none"> <li>• KILL BOUNCE</li> </ul>

1. Description - Execute three foot bounces then a seat drop. 1/2 turn directly to another Seat Drop (swivel hips) without touching the feet. Recover to a foot bounce after the swivel hips. Repeat two more times to a "kill bounce" stand. All the principles for a good seat drop from a foot bounce apply. To perform the swivel hips in one smooth action, the following sequence is followed. The performer lands in a seat drop and pushes down very hard with his hands. He/she leans his trunk forward at the same time then vigorously reaches upward upon recoil. The body is fully extended into a slight forward lean with the vertical and arms overhead. The 1/2 turn is added, putting the body to a backward lean with vertical by virtue of 1/2 turn. The straight legs are piked at the last moment into a seat drop, completing the swivel hips.

## 2. Points to Emphasize

- a) Arm sequence. At the seat drop, the hands are "down" alongside the hips on the trampoline bed. The hands push "down" and quickly are raised forwards and overhead as the body comes up to forward extension. The head looks under for the 1/2 turn with the arms overhead (up). The hands are lowered for the next seat drop. Down - Up - Recover - Circle lift. Arms lead the swivel hips.
- b) The heels go directly down the red center line of the trampoline to the seat drop in the opposite direction. In a pendulum-like swing, the heels (legs) are swinging backwards as part of the body extension. The feet do not go around the outside and the legs are not allowed to tuck or bend. First, the body extends to forward rotation and then turns to a seat drop. No turning while the body is slightly piked.
- c) All three swivel hips are performed at a consistent height.

## 3. Teaching Methods

- a) Stand with arms overhead and fall forward into a 1/2 turn seat drop. Repeat several times.
- b) Do a standing seat drop into the swivel hips.
- c) Instructors should understand the next similar skill progression is the seat drop to front drop with a 1/2 turn (swivel) to the back. This next progression demonstrates well the need to go forward first then turn.
- d) Make it continuous, emphasizing the arm sequence (hands go down, up, down, up, circle lift).

<b>RINGS 2</b>	<b>ONLY CADETS WHO SCORED 3 PTS ON R1 ARE AUTHORIZED TO ATTEMPT R2</b>
<i>5 POINTS</i>	<ul style="list-style-type: none"><li>• SWING LEGS TO PIKED INVERTED HANG (1 SECOND)</li></ul>
	<ul style="list-style-type: none"><li>• SINGLE LEG CUT (RIGHT OR LEFT)</li></ul>
	<ul style="list-style-type: none"><li>• SWING LEGS TO PIKED INVERTED HANG</li></ul>
	<ul style="list-style-type: none"><li>• SINGLE LEG CUT OTHER LEG</li></ul>
	<ul style="list-style-type: none"><li>• THREE SWINGS</li></ul>
	<ul style="list-style-type: none"><li>• BACKWARD STRADDLE DISMOUNT</li></ul>

1. Description – Three swings to the pike hang for 1 second. Roll up and forward. Wrap left leg about the left forearm while shifting the weight to the right ring. Release the left ring, performing the single leg cut left while the right leg is straight and down. Swing right back up to the pike hang. Wrap the right leg about the right forearm while shifting the weight to the left ring. Release the right ring into the right leg single leg cut. Develop a swing (by arching, piking, and moving the rings) and swing straddled legs up and over to a backwards cutaway of both arms (back straddle dismount). Release the rings after a full back straddle position is reached and drop off to a stand on a 4" mat.
2. Points to Emphasize
  - a) During the single leg cut, the entire body weight is shifted to the other ring. It helps performers to "look" through the opposite ring" then release.
  - b) Single leg cuts may be straight leg or bent leg and either side first.
  - c) The back straddle dismount can be dangerous. Keep the momentum going and straddle the legs up so that inner thighs touch the arms then release. A timer where the man swings up to the back straddle position completely, but does not release, is helpful.
3. Teaching Methods
  - a) First, demonstrate the total exercise and show the spotting technique.
  - b) Do the single leg cuts first with the group.
  - c) Do the back straddle with two spotters a couple of times per person. A lead-up is to lie on the back in a straddle with the arms up between the legs.
  - d) Continue going through, test those ready.
4. Spotting Techniques
  - a) The back straddle dismount is assisted by two spotters.
  - b) The spotter places one hand on the shoulder to support and the other hand on the small of the back, which pushes the person around.
  - c) The performer swings all the way up, touches the inner thighs with momentum, then releases after one or two "timers."
  - d) Spotters' hands are contacting the performer while swinging.

## Lesson 15

TIME/MIN	EVENT
5	MASTER DEMONSTRATION: TR 3 – FRONT DROP HB 2 – PULLOVER –HIP CIRCLE-UNDER SWING DISMOUNT
15	Divide into two groups. Teach and test.
15	Rotate, teach and test.
5	Free practice and testing – IOCT if necessary
5	Mark cards.
45	TOTAL CLASS TIME

TRAMPOLINE 3	
5 POINTS	• 3 FOOT BOUNCES
	• 3 FRONT DROPS
	• KILL BOUNCE

1. Description - Execute three preliminary foot bounces and then three tuck-front drops to a kill bounce.

### Points to Emphasize

- a) The arms lift into a slight forward lean and the body tucks up with very little rotation. The performer holds their tuck very long and opens to the extended front drop position. Four major areas must contact the bed at the same time: forearms, chest, stomach, and thighs. This simultaneous contact eliminates scrapes and whip lashing effect. The hands grasp the shins during the tuck phase.
- b) The front drop position on the trampoline is concave body position with legs, knees, and feet together. The knees are bent and the sneakers are not touching the bed. Equal contact and weight distribution on the forearm, chest, stomach and thigh areas is desired. The hands and forearms contact with flexed elbows. The head is neutral and straight.



- c) The feet are on the cross and the front drop stays in the center of the trampoline. The abdominal area replaces the feet on the "cross". The performer should move their hips backwards on the takeoff to prevent traveling forwards. Each front drop is centered and controlled.
  - d) To recover from the front drop, one merely pushes down with the forearms. The arms recover and circle into the lift for the next foot bounce. The arm sequence is circle lift, tuck, open front drop, arms up, circle lift, etc.
  - e) The tuck and shin grab are required in order to award points.
2. Teaching Methods
    - a) Have cadets' lie on the floor in the proper front drop position.
    - b) Do front drops from the hands and knee position. Bounce in the "all fours" position three times and open to a front drop while traveling backward slightly.
    - c) Next do tuck front drops from a stand with no foot bounce to a kill bounce.
    - d) Do the entire exercise low with five arm circles.
  3. Risk Management. If the cadet is having trouble, then have them return to the earlier lead-up.

<b>HORIZONTAL BAR 2</b>	<b>MUST SCORE 3 PTS ON HB 1</b>
<i>5 POINTS</i>	<ul style="list-style-type: none"> <li>• BACKWARD PULLOVER</li> <li>• BACK HIP CIRCLE</li> <li>• UNDER SWING DISMOUNT</li> </ul>
<i>2 POINTS</i>	<ul style="list-style-type: none"> <li>• ASSISTED BACKWARD PULLOVER</li> </ul>

1. Description - Jump to a still pull up grip. Keeping legs straight and together, execute a backward pullover to a front support. Perform a cast to a back hip circle. Finish with an under swing dismount.
2. Points to emphasize: Pullover
  - a) Straight legs with good form are a key grading point.
  - a) The pull-up is begun and at the same time the legs are elevated. The elbows remain bent at 90 degrees or more throughout the entire pullover.

- b) Head is not thrown back but rather focused upon the bar with chin forward.
  - c) The key is to put the bar to the hip and to get as much weight up and over the bar in one continuous motion.
  - d) Perform a small cast several times and then spotters mold the performer through the hip circle and under swing dismount.
- 3. Teaching Method: Demonstrate several times. Cadet peer coaching.
  - 4. Spotting Technique: Spotters assist the performer through the pullover by pushing the performer's lower back and hamstring. Spotters place both hands overhead in anticipation of grabbing the performer's hips on the hip circle. Spotters support behind the performer's knee and lower back on the first portion of the under swing and then wrap their hands around the performer's hips on the back half of the under swing.

## Lesson 16

TIME/MIN	EVENT
5	MASTER DEMONSTRATION: TRAMPOLINE 4 – THE BIG THREE LH1 – STRADDLE VAULT (OPTIONAL LHV 2 FOR CADETS WHO MAX LHV 1) – SQUAT
14	Divide into two groups. Teach and test.
14	Rotate, teach and test.
7	Free practice and testing. IOCT as necessary.
5	Mark cards.
45	TOTAL CLASS TIME

<b>LONG HORSE 1</b>	STRADDLE VAULT
<b>LONG HORSE 2</b>	SQUAT VAULT – (IF A SCORE OF 3 IS ACHIEVED ON THE STRADDLE)

Straddle Vault: Execute short approach and dive to end – push up - straddle off for up to 1 points. Complete full straddle vault for 2-5 points.

1. Description - From a short run, scoot to a two foot takeoff from the vaulting board into a diving preflight position (body stretched and reaching), placing the hands on the far 1/4 of the long horse. Execute a straddle vault with legs wide and straight. The legs are together until the hands touch the long horse then spread and come together again for the landing.
2. Teaching Methods
  - a) Stand on the vaulting board, dive out to the end of the long horse and land on the top of the horse with the head and chest over the far end. Press to a pushup position and straddle off the end to a stand.

- b) Repeat the same lead up but add a short jog.
  - c) When the instructor feels cadets are ready they can perform the vault from a run.
3. Spotting Technique
- a) Spot the straddle face to face, 1 foot from the far end of the horse.
  - b) Attempt to grab one bicep while backing up.

<b>TRAMPOLINE 4</b>	
<i>5 POINTS</i>	<ul style="list-style-type: none"> <li>• THE BIG THREE</li> </ul>
	<ul style="list-style-type: none"> <li>• 3 HANDS AND KNEES BOUNCES</li> </ul>
	<ul style="list-style-type: none"> <li>• 3 BACK BOUNCES</li> </ul>
	<ul style="list-style-type: none"> <li>• 3 FOOT BOUNCES</li> </ul>
	<ul style="list-style-type: none"> <li>• 3 TUCK JUMPS</li> </ul>
	<ul style="list-style-type: none"> <li>• 3 STRADDLE JUMPS</li> </ul>
	<ul style="list-style-type: none"> <li>• 1 FULL TWIST JUMP</li> </ul>
	<ul style="list-style-type: none"> <li>• KILL BOUNCE</li> </ul>

1. Description - Starting in the hands and knee's position, execute 3 hands and knee bounces. Rotate backwards into 3 back bounces. Execute 3 foot bounces, 3 tuck jumps, 3 straddle jumps, and finish with a full twist to a kill bounce.
2. Points to Emphasize
  - a) The back bounces are done with flat back, knees tucked, and the arms are bent with elbows back. The head should be neutral and touching the trampoline. Upon recoil, the legs straighten upwards and the arms extend backwards for balance. After the third back bounce, the legs and arms reach forward so the performer stands up.
  - b) Tuck jumps: knees are drawn to the chest.

- c) In the straddle jumps, the performer's arms are straight and the legs are straight. The legs pike up and the upper body bends forward to touch. It is not required to touch the toes.
- d) A smooth full twist is desired. It should be done "low and slow."

## Lesson 17

TIME/MIN	EVENT
5	MASTER DEMONSTRATION: TRAMPOLINE 5 – BACK DROP HORIZONTAL BAR 3 (A SCORE OF 3 PTS ON HB 1 IS REQUIRED TO RECEIVE INSTRUCTION)
15	Divide into two groups: one group to the trampolines and the other group to the horizontal bars.
15	Rotate, teach and test.
5	Free practice and testing and IOCT as necessary
5	Mark cards.
45	TOTAL CLASS TIME

TRAMPOLINE 5	
<i>5 POINTS – STRAIGHT LEGS</i>	<ul style="list-style-type: none"> <li>• NO PRELIMINARY BOUNCES</li> </ul>
<i>3 POINTS – BENT KNEES</i>	<ul style="list-style-type: none"> <li>• 3 BACK DROPS WITH A FOOT BOUNCE IN BETWEEN</li> </ul>
	<ul style="list-style-type: none"> <li>• KILL BOUNCE</li> </ul>

1. Description - From a standing position (no bounces), execute a back drop and return to the feet. Repeat two more back drops, returning to the feet each time. On the third back drop to feet, kill bounce to a controlled stand without bouncing.
2. Points to Emphasize
  - a) From the standing position, the arms lift as you jump and rotate to your back. As you return to your feet, you again lift the arms for the next back drop.
  - b) As the body rotates to the back, the head remains neutral and the back of the head contacts the trampoline. This creates a comfortable landing position and helps prevent whiplash.

- c) The legs should be straight and toes pointed at all times.
- d) Only the back lands on the trampoline. The legs are lifted up at about a 45 degree angle to the trampoline when the back lands on the trampoline. Land flat on the entire back.

### 3. Teaching Methods

- a) From a low standing squat position, with the knees bent and the chest parallel to the floor, lift the arms and rotate to the back drop position. Return to feet, executing a kill bounce. In other words, from your feet, do the lowest back drop possible.
- b) Demonstrate the exercise several times.
- c) Continue practicing and cadets should let an instructor know when they are ready for grading.

<b>HORIZONTAL BAR 3</b>	<b>MUST SCORE 3 PTS ON HB 1</b>
<i>5 POINTS</i>	<ul style="list-style-type: none"> <li>• IN ONE CONTINUOUS MOTION, HOOK LEFT LEG AND SWING UP AS IN H-BAR #1 KNEE SWING MOUNT</li> </ul>
	<ul style="list-style-type: none"> <li>• BACK KNEE CIRCLE</li> </ul>
	<ul style="list-style-type: none"> <li>• ½ TURN TOWARDS RIGHT REAR LEG TO FRONT SUPPORT</li> </ul>
	<ul style="list-style-type: none"> <li>• CAST BACKWARDS DISMOUNT</li> </ul>

1. Description - Jump to a hang. With no swing, lift both legs and hook the left knee outside the hands. In one continuous motion, execute a knee swing mount (as in Horizontal Bar 1) to a sitting support on the left leg on top of the bar. Deduct 1 point if not continuous. Change the grip so that the left leg is between the hands in a regular grip. Perform a backward single leg circle. Turn towards the right rear leg. Lift the left leg over and turn 180 degrees to a support with shoulders forward to a support remaining on the bar. Cast back slightly to a still landing on the mat.
2. Points to emphasize
  - a) The straight right free leg is the key to mounting and the backwards knee circle. Force it down and back in the mount. Cast free right leg away as one's shoulders are cast behind the bar out of balance. Free leg then comes forward and leads the backward knee circle around.

The thigh of the free leg actually touches the bar on the second  $\frac{1}{2}$  of the knee circle.

- b) To stop the knee circle, disengage it from the knee back to a position high on the hamstrings. If a performer makes the knee circle but goes too far, he keeps going for partial credit. (Deduct one point.)
- c) Keep arms straight throughout the entire exercise.
- d) Teaching methods: Encourage several attempts and demonstrate the exercise several times.

### 3. Spotting Techniques

- a) On knee swing up, place the right hand on the performer's right knee cap to help the performer return to the top. The left hand is placed on the performer's lower back.
- b) Spotter stands along side and underneath the performer. Spotter pushes up on the right shoulder as performer goes by with two hands. The spotter holds the performers right shoulder up with the right hand. Reaching for the right leg to the rear, they lever up the performer who is short of completion of the circle.
- c) Watch for performers going the wrong way on the backward knee circle.



## Lesson 18

TIME/MIN	EVENT
5	DESCRIBE PURPOSE OF THE ACTIVITY: TEAM MOVEMENT CHALLENGE
18	Divide into two groups: one group to the north side of Hayes and the other group to the south. The groups are further sub-divided into 4 person teams. Teams start and finish each challenge as a team.
18	Rotate and execute next challenge.
4	Discuss applicability to the Army
45	TOTAL CLASS TIME

A. Description – The Team Movement Challenge is a leadership reaction type challenge. The Team Movement Challenge will test each team's ability to work together using agility, strength, technique, and cardiovascular abilities to complete a timed sequence of obstacles. Each team will start and finish each challenge as a team. Hayes gym will be split in half with a challenge on each end. The class will be divided into teams of 4 persons. The teams will begin on either end of Hayes gym to begin the challenge. The Team Movement Challenge is a total time event. The times from the challenge at each end of Hayes gym will be used to calculate a total time for the event. The order of the obstacles is as follows for each half of Hayes gym:

Hayes North – start line, low/high vaults, shelf mount, balance walk on horizontal bars, through tires, rope ladder, horizontal rope and finish.

Hayes South – start line, wall scale, horizontal ladder, rope climb, low crawl, tire run, balance beams and finish

B. Uniform – The Team Movement Challenge uniform is Battle Dress with boots, Kevlar helmet, and weapon.

C. Points to Emphasize

1. The Team Movement Challenge is a non-graded event. The challenge is simply an opportunity for each team to apply many of the movement skills taught throughout the course in an environment similar to military training.
2. Total times for each team are recorded with record times posted for each year group.

3. Proper efficient technique on each obstacle saves and economizes strength and time in seconds.
4. Each team must capitalize on the strengths of each member. Develop a strategy that ensures efficient movement of the team through each obstacle.

#### D. Teaching Methods.

1. The primary instructor should designate the teams and review the individual techniques used to negotiate the IOCT. Be sure to emphasize that now they will negotiate similar obstacles as a team with gear. The specific rules will be presented at the beginning of the eighteenth lesson, but cadets should visit the web site and syllabus before next class. There will be no demonstration of an approved method to negotiate each obstacle, only the rules of engagement for the challenge.
2. The eighteenth lesson is devoted entirely to the Team Movement Challenge. The class is divided into teams of 4 persons each. Classes with odd numbers will designate a member on shorthanded teams to negotiate each obstacle twice.
3. The Rules of Engagement (ROE) for each obstacle are as follows:

##### Hayes North:

- a. Low/High/Low Vaults – All team members and equipment must pass over each vault. Teams will not advance to obstacle #2 until all team members have negotiated all three vaults.
  - b. Shelf Mount/Horizontal Bars – All team members and equipment must mount the shelf. Weapons are dismounted with equipment guard posted prior to mounting the track and subsequently the horizontal bars. Weapons will not be carried across the bars. All team members traverse the horizontal bars and dismount at the red painted bar. Once all team members traverse, grab weapon and proceed to next obstacle.
  - c. Hanging Tires – Teams use weapons guard and post any equipment near dismount point of horizontal rope. All team members must pass through tires.
  - d. Rope Ladder/Horizontal Rope – Teams use weapons guard and post any equipment near dismount point of horizontal rope. Weapons may not be carried while spotting. All team members will climb a rope ladder leading to a shelf. Team members will then traverse the horizontal rope using head first, feet first, or the commando crawl technique to the dismount point in the center of gym. Teams will then gear up and proceed to finish line.
- NOTE: Teams must cross the finish line together and in the proper uniform.

##### Hayes South:

- a. Wall Scale – All team members and equipment must go over the wall. Teams will not advance to obstacle #2 until all team members and equipment are over the wall.
- b. Horizontal Ladder – Teams will dismount weapon and post equipment guard near obstacle #3, Rope Climb. All team members will negotiate all 12 rungs of the horizontal ladder. Each team member will suspend weight on last rung by placing two hands on the final rung. As team members complete the horizontal ladder, proceed to obstacle #3, Rope Climb.
- c. Rope Climb – Teams maintain equipment guard. All team members will mount plyometric boxes. Each team member must leap onto rope and ascend to second red marking from the top of rope. Each team member will touch the second red mark, and then descend utilizing the lock technique. Once all team members negotiate the rope climb, they will gear up and proceed to obstacle #4, Low Crawl.
- d. Low Crawl – All team members and equipment must pass under the low crawl obstacle. Teams will not advance to obstacle #5, Tire Run until all team members and equipment through low crawl.
- e. Tire Run – All team members with equipment must remain in contact through the obstacle. Each team member must touch the wood floor in each tire while maintaining contact. Teams will not break contact until all team members through all tires.
- f. Balance Beam Traverse – All team members and equipment must traverse the balance beams and execute a two-footed landing. Once all team members complete balance beam traverse, proceed as a team across the finish line.

NOTE: Teams must cross the finish line together and in the proper uniform.

4. **EXTRA ATTEMPTS TIME: (30 Seconds)** An extra attempts time is given when a team cannot physically negotiate an obstacle (example: cadet falls off the shelf mount). The extra attempts time begins when the team fails to negotiate the obstacle for the first time or incorrectly negotiates the obstacle (example: the team does not use equipment guard). If the team completes the obstacle prior to the end of the extra attempts time they will continue on the course with no additional time added. If after the prescribed extra attempts time has elapsed and the team has not successfully completed the obstacle they are allowed to proceed on the course. The obstacle OIC will log the team's name during the extra attempts period. If the team completes the obstacle within the extra attempts period the instructor will cross out the team's name. The instructor at each appropriate obstacle will report the names of those team's who failed to properly negotiate the obstacle.

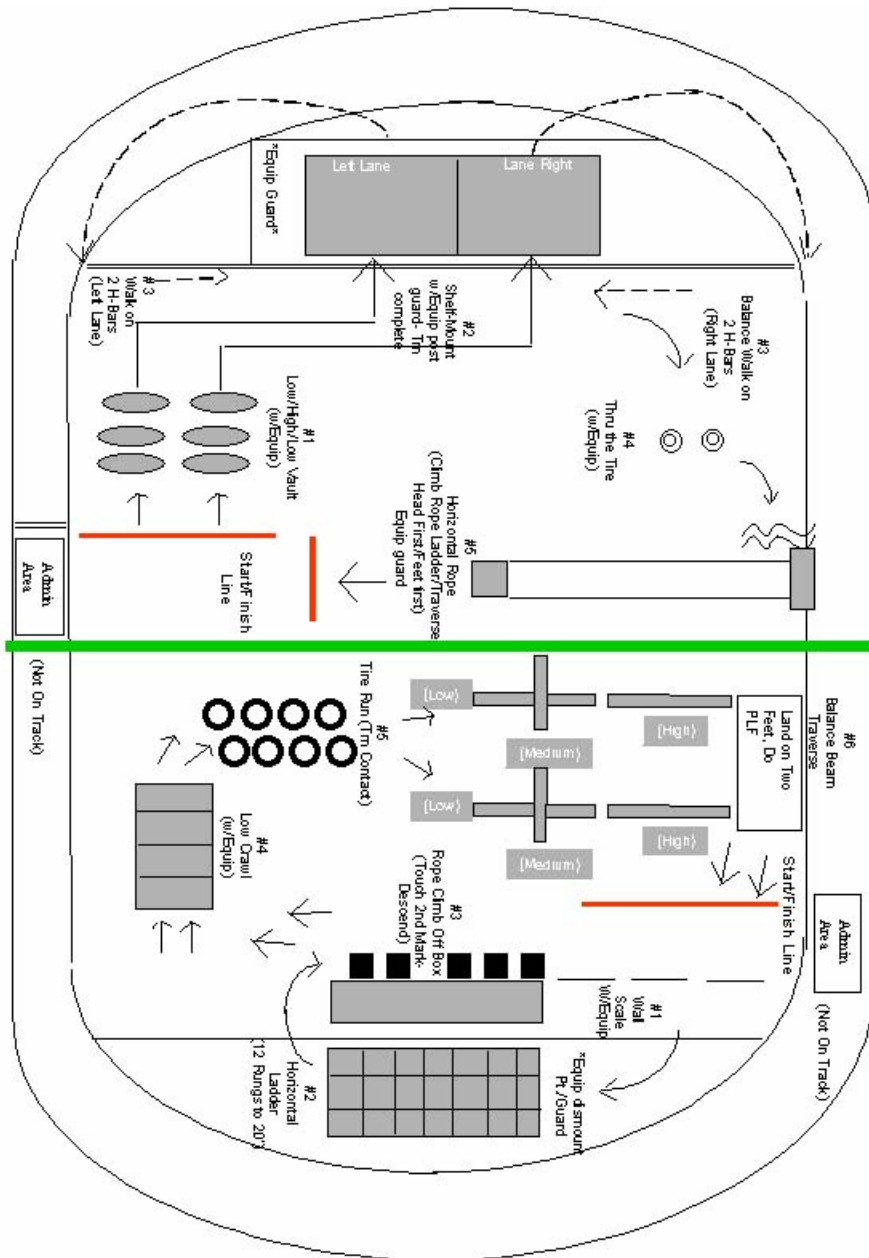
5. The primary instructor should spend no longer than 5 minutes covering the ROE, and then have time for two 20-minute rotations to allow all teams to complete each portion of the Team Movement Challenge.

6. Each end of the gym has an administrative area designated for teams to finalize strategy while awaiting start. The starter on the north end of Hayes should start second team when previous team completes obstacle #2/3, Shelf Mount/Horizontal Bars. The starter on the south end of Hayes should start second team when previous team completes obstacle #3, Rope Climb. There should be about a 2-3 minute separation between teams as a rule of thumb.

7. See diagram on next page.

- > 10/4 Person Teams Max
- > 5 Teams Per Half of Gym
- > 5 Min ROE / 20 Min Rotations
- > LRC Type Challenge w/1 ROE
- > EO U/Boots/LBE/Pool/W/yn
- > 2-3 Min Separation Between Teams
- > Total Time Event - See Records Chart

## TEAM MOVEMENT CHALLENGE



## Lesson 19

TIME/MIN	EVENT
1	Review with cadets: 20 minutes of practice, testing and grade tabulation.
4	Course evaluation completed while in initial formation.
20	Practice or testing any exercise taught. IOCT during last 5 minutes.
5	Mark cards.
15	Cadets total up their final points on their grade card and enter their grade. An instructor checks out their card. Any adjustments to the grade are done at this time by an SME.
45	TOTAL CLASS TIME

## MILITARY MOVEMENT INSTRUCTOR EVALUATION

**This evaluation goes directly to the individual instructor (for their eyes only)**

ROUND \_\_\_\_\_

HOUR \_\_\_\_\_

Instructor's Name \_\_\_\_\_

### Part 1

Rating Scheme: NA = not applicable or no opinion, 1=poor, 2=needs improvement, 3=acceptable, 4=very good, 5=excellent

1	Instructor's knowledge of the subject	
2	Instructor's teaching and presentation skills	
3	Instructor's ability to demonstrate	
4	Ability to relate to cadets (positive attitude toward cadets)	
5	Interpersonal and communication skills	
6	Ability to provide effective feedback	
7	Ability to detect and assist in correcting movement errors	

1. Provide specific comments on the instructor's overall performance – things they did well and things they could improve upon to improve their teaching.

MACC-P

6 January 2003

MEMORANDUM FOR RECORD

SUBJECT: Selected Athlete Program (SAP) Indoor Obstacle Course (IOCT) Grade Scale

1. Cadets enrolled in the Selected Athlete Program (SAP) will take the normal IOCT when not prohibited by a medical excusal. The SAP cadets will be graded using the SAP IOCT Grade Scale (Encl).
2. SAP cadets are allowed to fail up to two events and still pass the IOCT as long as the overall time is below 6:15 for men and 8:14 for women.
3. The SAP IOCT Grade Scale only applies to Second and Third Class SAP cadets. First Class SAP cadets are on the regular IOCT scale.
4. Questions or comments should be addressed through the DPE Testing Office.

Encl

<original signed>  
MAUREEN K. LEBOEUF  
Colonel, Professor, USMA  
Director, Dept. of Physical Education



## Selected Athlete Program IOCT Grade Scale

Letter Grade	Points	Time
A+	20	<2:39
A	18	2:40-2:50
A-	16	2:51-3:00
B+	14	3:01-3:20
B	12	3:21-3:40
B-	10	3:41-4:00
C+	8	4:01-4:20
C	6	4:21-4:40
C-	4	4:41-5:14
D	2	5:15-6:15
F	0	6:16